

U.S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

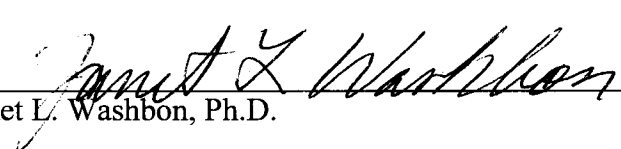
State Name: Wisconsin

Eligible Agency Submitting Plan on Behalf of State:

WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature:


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Type of State Plan Submission (check *all* that apply):

☐ 6-Year

☒ 1-Year Transition

☒ Unified – Secondary and Postsecondary

☐ Unified – Postsecondary

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

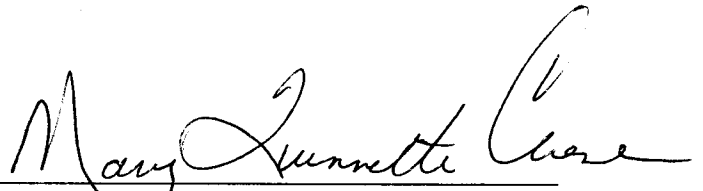
CERTIFICATION OF STATE BOARD
STATE OF WISCONSIN

I hereby certify that the attached document containing the 2007-2008 one-year transition plan was adopted by the Wisconsin Technical College System (WTCS) Board.

This plan constitutes the basis for the operation and administration of the State's career and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, during the period of the plan. All information and representations contained in the plan as of this date are accurate to the best of my knowledge.

March 28, 2007
(date)

By:

A handwritten signature in cursive script, reading "Mary Quinnette Cuene", written over a horizontal line.

Mary Quinnette Cuene, President
Wisconsin Technical College System Board

EXECUTIVE SUMMARY

2007-2008 Perkins IV Transition Plan

The Carl D. Perkins Career and Technical Education Act of 2006, P.L. 190-270 (Perkins IV), is a federally funded program designed to assist states to develop more fully the academic and career and technical skills of secondary education students and postsecondary education student who elect to enroll in career and technical education programs. The state is eligible to receive approximately \$24,235,049 for program year 2007-2008.

Key elements of Wisconsin's Perkins IV Transition Plan include:

- Continued use of Title I Perkins funds to support career and technical education at both secondary and postsecondary levels;
- Continued use of Title II Perkins funds to support Tech Prep programs carried out by consortia organized by each of the state's sixteen technical college districts and the high school districts within the respective technical college district;
- Concrete proposals to support closer integration of the state's secondary and postsecondary career and technical education programming through the joint adoption of the national Career Clusters/Pathways model to implement the required programs of study aspects of Title I of Perkins IV;
- Commitment on the part of the state and local recipients to develop appropriate data systems to facilitate reporting on the expanded set of accountability requirements included in Perkins IV and to meet those requirements.

Under Perkins IV, the State of Wisconsin is permitted to submit a Transition Plan for program year 2007-08. Guidance provided by the U.S. Department of Education in its Carl D. Perkins Career and Technical Education Act of 2006 Guide for the Submission of State Plans (OMB Control Number: 1830-0029) on March 12, 2007 permits states that are submitting a Transition Plan to omit in its entirety the section on Planning, Coordination, and Collaboration Prior to State Plan Submission. In addition, the State Planning Guide requires states submitting a Transition Plan to provide a restricted set of information for the sections on Program Administration, Provision of Services for Special Populations, Accountability and Evaluation, and Tech Prep Program.

Perkins IV differs from Perkins III in placing more explicit emphasis on:

- Providing technical assistance with a stronger focus on promoting leadership, initial preparation, and professional development at the state and local level to improve the quality of career and technical education professionals;
- Strengthening relationships among secondary schools and postsecondary institutions including baccalaureate degree granting institutions, local workforce investment boards, business and industry and other related groups;
- Re-enforcing the importance of extending lifelong opportunities to all individuals to develop the knowledge and skills needed to keep the U.S. competitive; and
- Requiring greater accountability at both the state and local level for academic and technical skill achievement of secondary and postsecondary career and technical education students.

Program Year 2007-2008 Planned Distribution of Funds:

Table 1 Allocation of Perkins IV Funds for Secondary and Postsecondary Purposes			
	Total	Postsecondary (WTCS Board)	Secondary (WI DPI)
Basic Grant (85%)	\$18,809,010	\$10,344,756	\$8,464,054
Administration (5%)	1,106,412	758,527	347,885
State Leadership (10%)	2,212,825	1,210,554	1,002,271
<u>Total</u>	<u>\$22,128,247</u>	<u>\$12,314,037</u>	<u>\$9,814,210</u>
<u>Title II—Tech Prep</u>	<u>\$2,106,802</u>	<u>\$2,106,802</u>	<u>- 0 -</u>

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ADOPTION BY STATE BOARD

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION (NOT REQUIRED)

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. The eligible agency will describe the type of plan it has chosen to submit to the Secretary.

State of Wisconsin has chosen to submit a transition plan for the first year of operation of programs under Perkins IV.

DPI – Secondary

2. The eligible agency will describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted level of performance.

The Wisconsin Department of Public Instruction (WDPI) is the delegated administrative entity for secondary Perkins funds in Wisconsin. The WDPI will be adopting the 16 Career Clusters and 81 Pathways developed through the national Career Clusters Initiative as the model local eligible recipients will use to establish the secondary/postsecondary programs of study required by the Act. These pathways have tentatively been crosswalked with the postsecondary career and technical education programs approved by the WTCS State Board to establish the continuum of transition critical to the success of the Act. Each eligible recipient at the secondary level will be required to work on the establishment and implementation of at least one pathway as a part of the 2007-08 Perkins application. A more complete description of these activities can be found below in **Integrated Specific Activities**, p. 12. A full description of the national Career Clusters/Pathways model can be found at <http://careerclusters.org/>.

WDPI will use its share of Title I, Section 111 funds available to the state as follows:

Table 2 Allocation of Perkins IV Funds for Secondary Purposes		
Funds	Totals	Subtotals
Title I, Section 111 Total	\$9,814,210	
Formula Funds for Eligible Recipients	8,464,054	
State Leadership	1,002,271	
WI Department of Public Instruction		917,271
Juvenile Corrections		25,000
Nontraditional Occupational Fields		60,000
Administration	347,885	

FORMULA FUNDS FOR ELIGIBLE RECIPIENTS

Eighty-five per cent (85%) of the funds available to the WDPI under Title I, Section 111 of the Act are required by Section 112 to be allocated to local eligible recipients specified in the Act following the prescribed formula. Eligible recipients under the \$15,000 minimum allocation will be required to enter into consortium agreements using existing statutory mechanisms within the state. For the transition year, WDPI will not invoke the 10% reserve in order to have a year to work with eligible recipients and necessary postsecondary and employer partners to develop the most effective funding and implementation strategies that promote the development of the career clusters and pathways model.

STATEWIDE LEADERSHIP

WDPI will be setting aside \$60,000 for services or programs preparing individuals for non-traditional fields and another \$25,000 for juvenile corrections program improvement activities.

Additional project areas may include strategic initiatives with the state's career and technical student organizations' career development projects using Wisconsin Career Assessment Resources Comprehensive Career Counseling Cadre, Equity, Diversity and Special Populations competence activities, regional workforce development, Innovative Programs in areas to be matched to pathways in Perkins IV teacher professional development, closing academic or technical achievement gaps for low-achieving students enrolled in career and technical education, or development of the program of study charts between secondary and postsecondary partners as a required part of each funded local project.

The above list is meant as descriptive rather than exhaustive and WDPI reserves the right to use the full range of Section 124 fundable activities as work progresses in this critical transitional year.

State Leadership

The staff of the WDPI will carry out the activities required under the Section 124(b) of the Act. Permissive activities will be carried out as dictated by statewide needs of the eligible recipients using funds under the Act.

Juvenile Corrections

Approximately four years ago, WDPI and the Wisconsin Department of Corrections, Division of Juvenile Offenders, reviewed the status of Perkins funding in Wisconsin's juvenile correctional facilities. Since each of the three sites is considered a legal school district in Wisconsin, the decision was made to integrate the three schools into the formula allocation funding and provide a single state level grant of \$25,000 for staff, curriculum and other program improvement activities out of the Leadership funding available to the state. This provided for local determination concerning use of funds as well as developing strategies which affected all sites through the Leadership funding. The model process has worked well for both agencies.

Nontraditional Occupational Fields

Over the past 22 years, significant efforts have been made to make career and technical course enrollments more attractive to students considering nontraditional occupations. The following chart highlights one summary of how overall enrollment has changed between the last year of the before the initiation of Perkins I the most current reporting year of Perkins III by identifying the gender reporting the lowest participation rate for the reporting year within each program area.

Table 3		
Gender Differences by Program Area in Secondary Career and Technical Education Enrollments		
Program Area	Percentage of Enrollments By Gender	
	1983-84	2005-06
Agriculture	12% female	37% female
Technology Education	7% female	23% female
Business Education	12% male	51% male
Health Occupations	7% male	19% male
Wage Earning Home Economics	19% male	27% male
Consumer Economics	24% male	39 % male
Marketing	37% male	52% male

Source: WDPI VERS Data System, Special Tabulation, March, 2007

Progress has been made in attracting students of the opposite gender to nontraditional occupational fields, but more needs to be done. These data indicate that the areas of greatest need and potential growth in participation in nontraditional occupational fields are in pathways connected to Technical Education and Health Science Occupations. Given the proposed new direction in Wisconsin for Perkins IV funded secondary career and technical education activities based on the national Career Clusters Initiative's pathways, WDPI will be give additional priority for pathway development which promotes non-traditional participation by any group included in the criteria for special populations. This priority will be integrated into the funding application and review guidelines.

WTCS – Postsecondary/Adult

2. The eligible agency will describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted level of performance.

The State Board will use its share of Title I, Section 111 funds available to the State as follows:

Table 4 Allocation of Perkins IV Funds for Postsecondary Purposes		
Funds	Totals	Subtotals
Title I, Section 112 Total	\$12,314,037	
Formula Funds for Eligible Recipients	10,344,956	
Program Improvement		1,551,743
Student Support Services		7,758,717
Reserve Funds		1,034,496
State Leadership	1,210,554	
WTCS Board		1,095,254
Corrections		115,300
Nontraditional Fields		0
Administration	758,527	

FORMULA FUNDS FOR ELIGIBLE POSTSECONDARY RECIPIENTS

Eight-five (85) percent of the funds available to the State Board under Title I, Section 111 of the Act are required by Section 112 to be allocated to local eligible recipients. Each eligible recipient allocated fifteen percent of their funds for **Program Improvement** of career and technical education programs. Except for **Reserve Funds** described below, the remainder of the Title I funds allocated to eligible postsecondary recipients must be used to provide **Student Support Services**. Ten percent of the formula funds are allocated to **Reserve Funds**.

Program Improvement

These funds may only be used to improve technical education programs and the performance of students enrolled in technical education programs. An eligible recipient must submit one program improvement application for an amount not to exceed its program year 2007-08 planning amount to support work in one or more program improvement areas.

Program Improvement grants must be used to implement at least one occupational program improvement plan developed under the Quality Review Process or the Perkins Local Performance Improvement Plan process. This is the only purpose for which Program Improvement funds may be used. Both the Quality Review Process or the Perkins Local Performance Improvement Plan process link program performance improvement activities directly to recipient performance with respect to the Perkins core indicators of performance measures. These improvement processes are designed to

- Promote continuous improvement in academic achievement;
- Promote continuous improvement of technical skill attainment; and
- Identify and address current or emerging occupational opportunities.

As part of their application for Perkins funds, eligible recipients are to identify up to 2 educational program areas and design activities to increase the effectiveness of programs within selected area(s) in relation to the levels of performance set for the State Board's core indicators of performance measures. Program improvement activities funded through Perkins funds must be approved by the relevant education director in the System Office.

In selecting program areas, eligible recipients shall consider, but not be limited to, the following criteria:

- The programs within the program area lead to employment in high wage occupations, high skill occupations, or there is high demand for graduates of the programs.
- Programs with a high demand for graduates have low enrollment.
- Program evaluations have revealed problem areas (*e.g.*, high attrition rates or student dissatisfaction with the program).

Student Support Services

These funds may only be used to provide direct services designed to meet the needs of special populations and students with academic disadvantages to assist them in completing technical program courses and graduating from technical degree and diploma programs. These services must be necessary for special populations students and students with academic disadvantages to participate in and succeed in approved technical programs and courses therein.

Special population students are defined as:

- a. Individuals with disabilities;
- b. Individuals who are economically disadvantaged;
- c. Individuals preparing for nontraditional occupational fields;
- d. Single parents, including single pregnant women;
- e. Displaced homemakers; and
- f. Individuals with limited English proficiency.

All special population students and students with academic disadvantages served in this funding area must be enrolled in one or more credits of approved associate degree, short term, one and two year technical diploma or apprenticeship programs. Students in nontraditional occupational fields are the only exception to this policy as activities can be conducted to solicit enrollment of potential students.

Grant activities for special populations students and students with academic disadvantages must contribute to meeting the Core Indicators of Performance.

Allowable activities for special populations students and students with academic disadvantages are not in priority order. Funds may only be used for one or more of the following activities:

- Career guidance and counseling services to assist the student to successfully enroll in and complete their technical program or courses. These services may include career counseling, admissions assistance, and counseling assistance to assure retention. Assessment as an integrated component of this activity is allowable. (Note: *Outreach activities and stand-alone assessment as a pre-enrollment activity are not allowable. Financial aid services are not allowable.*)
- Academic counseling services that insure that students enrolled in technical education programs or courses achieve academic success.
- Case management services to develop an individualized education plan and coordinate or provide the services required by the student to complete his/her technical courses or program.
- Retention and completion services to assist students to successfully complete their technical courses or program including early warning strategies, college success strategies and integrated faculty and student services strategies.
- Study and success skills courses that assist students in their course or program completion.
- Non-counseling services provided directly to special populations students and students with academic disadvantages including disability services, note taking, interpreting services, alternative test taking, transition services and individualized employment linking services (i.e., mentoring, job coaching) and services for limited English proficient individuals. (Note: *Payment of student tuition, fees, supplies,*

books, and materials is not allowable.)

- Assistive technology including adaptive equipment, instructional aids and devices, and related services.
- Remedial courses that are necessary for special population students or students with academic disadvantages to succeed in the technical education programs in which they are enrolled.
- Remedial courses supported with Perkins funds shall only be provided to special populations students and students with academic disadvantages who 1) have been accepted into an occupational program and 2) are concurrently enrolled in courses totaling six or more credits per semester which count towards graduation from their technical education program, except for apprenticeship students [who must have been accepted into an apprenticeship program but only need to be enrolled in one apprenticeship course]. Summer school is allowable for special populations students who 1) have been accepted into an occupational program and 2) are enrolled for the fall semester in courses in their program totaling 6 credits.
- Individual or group tutoring conducted by faculty, staff or students.
- Work-based learning activities such as internships, mentoring, job coaching, school-based enterprises, and job shadowing that are related to the student's technical education program.
- Employment services and counseling to facilitate the student's passage from technical education to employment, including job seeking skills instruction, job development, and placement activities.
- Services and activities for individuals preparing for nontraditional occupational fields. These activities must be necessary to increase the enrollment, course completion, and graduation of students in nontraditional occupational fields. Allowable nontraditional services include:
 - a. Development of NTO pre-technical courses to prepare students to enroll in high wage programs that lead to nontraditional employment.
 - b. Development and dissemination of NTO informational materials and other marketing strategies designed to increase enrollment of potential students in nontraditional fields. The materials should emphasize employment opportunities in nontraditional careers.
 - c. Career guidance and counseling services for students in the selection of nontraditional programs that, upon successful completion, can lead to high wage employment. These activities may include career planning and exploration.
 - d. Retention services that provide assistance to students enrolled in programs in nontraditional occupational fields to ensure their successful course completion and graduation.

Reserve Funds

Reserve Funds are to be used at the postsecondary level to promote innovation or successful practices in the areas of: (a) Nontraditional occupations services or (B) Pre-technical learning activities. Each WTCS district will be allocated Reserve Funds for use within one or both focus areas. Neither focus area is preferred over the other.

STATEWIDE LEADERSHIP

Section 124(b) of the Act requires the State to include:

- (1) An assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;
- (2) Developing, improving, or expanding the use of technology in career and technical education that may include—
 - (A) Training or career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology including distance learning;
 - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into technology fields, including non-traditional fields; or
 - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;
- (3) Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 of the Act and
 - (A) Provide in-service and pre-service training in career and technical education programs
 - i) On effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii) On effective teaching skills based on research that includes promising practices;
 - iii) On effective practices to improve parental and community involvement; and
 - iv) On effective use of scientifically based research and data to improve instruction;
 - (B) Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not 1-day or short-term workshops or conferences;
 - (C) Will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113 of the Act;
 - (D) Will support education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct deliver of educational services to career and technical education students to ensure that teachers and personnel
 - i) Stay current with the needs, expectations, and methods of industry;

- ii) Can effectively develop rigorous academic and career and technical education curricula jointly with academic teachers, to the extent practicable;
 - iii) Develop a higher level of academic and industry knowledge and skills in career and technical education; and
 - iv) Effectively use applied learning that contributes to the academic and career and technical knowledge of the students; and
- (E) Are coordinated with the teacher certification or licensing and professional development activities that the State carries out under Title II of the Elementary and Secondary School Education Act of 1965 and Title II of the Higher Education Act of 1965;
- (4) Supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in
 - (A) The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) Career and technical education subjects
- (5) Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;
- (6) Supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A) of the Act;
- (7) Serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;
- (8) Support programs for special populations that lead to high skill, high wage, or high demand occupations; and
- (9) Technical assistance for eligible recipients.

Section 124(c) of the Act permits the State to:

- (1) Improve career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions including
 - (A) Encouraging secondary and postsecondary student to graduate with a diploma or degree; and
 - (B) Exposing students to high skill, high wage occupations and non-traditional fields;
- (2) Establish agreements including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as Tech Prep programs;
- (3) Support for initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including

- (A) Statewide articulation agreements between associate degree granting career and technical postsecondary education institutions and baccalaureate degree granting postsecondary educational institutions;
- (B) Postsecondary dual and concurrent enrollment programs;
- (C) Academic and financial aid counseling; and
- (D) Other initiatives
 - i) To encourage the pursuit of a baccalaureate degree; and
 - ii) To overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (4) Support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;
- (5) Support for public charter schools operating career and technical education programs;
- (6) Support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
- (7) Support for family and consumer sciences programs;
- (8) Support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;
- (9) Support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;
- (10) Award incentive grants to eligible recipients
 - (A) For exemplary performance in carrying out programs under this Act, which awards shall be based on
 - i) Eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;
 - ii) Eligible recipients effectively developing connections between secondary education and postsecondary education and training;
 - iii) The adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;
 - iv) Eligible recipients' progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or
 - v) Other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or
 - (B) If an eligible recipient elects to use funds as permitted under section 135(c)(19);
- (11) Providing for activities to support entrepreneurship education and training;
- (12) Providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;
- (13) Providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105-220 (Workforce Improvement Act);
- (14) Developing valid and reliable assessments of technical skills;
- (15) Developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

- (16) Improving
 - (A) The recruitment and retention of career and technical education teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (B) The transition to teaching from business and industry including small business; and
- (17) Support for occupational and employment information resources, such as those described in section 118 of the Act.

An amount less than or equal to 1% of the total funds allocated to the State may be drawn from State Leadership funds to serve individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities.

Not less than \$60,000 and not more than \$150,000 shall be used for services that prepare individuals for nontraditional training and employment.

Section 124(d) of the Act forbids the State to use leadership funds to support state administration.

State Leadership

System Office staff of the WTCS Board will carry out the required activities. Permissive activities will be carried out as dictated by statewide needs of the eligible recipients using funds under the Act.

Corrections

The WTCS Board will allocate funds to the Wisconsin Department of Corrections to serve individuals incarcerated in State correctional institutions. Funds may only be used for:

1. Technical education programs, with an emphasis on programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional, and changing occupations.
2. The adoption of competency-based curriculum in technical education programs.
3. The purchase of equipment to meet or maintain parity in technical education programs with the equipment being used in the occupations that offenders are preparing to enter.
4. Coordination of technical education services, in cooperation with other Perkins eligible recipients, for offenders before and after their release.

Nontraditional Occupational Fields

The WDPI will provide leadership in the preparation of individuals for nontraditional occupational fields. Please see Secondary Statewide Leadership, Sec. A. Statutory Requirements: WDPI – Secondary, II. PROGRAM ADMINISTRATION, Part A: STATE PLAN NARRATIVE, above.

Integrated Specific Activities

- (a) The eligible agency will describe the career and technical education programs of study that may be adopted by local education agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas.**

Technological advances and global competition continue to transform the nature of work. Today's workplace already demands workers with more knowledge, better technical skills, and greater abilities to work together to solve problems than ever before. Moreover, tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills through lifelong learning. To prepare today's students for tomorrow, educators and employers must work together to encourage high school students to both plan for their future and enroll in more rigorous and challenging learning experiences as well as develop career development skills.

- i. How the programs of study incorporate secondary education and postsecondary education elements**

Career clusters are designed to link what students learn in school with the knowledge, skills, abilities, and attitudes they need for success in college and careers. Career clusters identify clear pathways from secondary school to two- and four-year colleges, graduate school, and the workplace. By situating high school course work and learning in the context of preparation for the world of work and linking it explicitly to postsecondary education and training opportunities and alternatives, students, parents, counselors, and teachers have a common tool for planning the student's educational program in high school and beyond. Although most high school students have not identified specific occupational goals when they first enroll in high school courses, the course selection maps associated with each career pathway within the clusters can help students gain awareness their options and the kinds of skills and knowledge needed to pursue these options. This connection to future goals has been shown to motivate students to stay in school, work harder, and enroll in more rigorous courses.

Perkins IV requires the state to identify programs of study that may be adopted by local education agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning and completing future coursework, for career and technical content areas. Wisconsin will adopt as a framework for its identification of programs of study the sixteen career clusters and eighty-one pathways identified for these career clusters as part of the national Career Clusters Initiative funded by the US Department of Education. A complete listing of the array of career clusters and pathways is presented in Table 5

The model programs of study adopted by Wisconsin will incorporate secondary and postsecondary education elements by identifying postsecondary WTCS programs by the sixteen career clusters and the individual pathways within those clusters. A development of complete programs of study will require cooperation between the secondary recipients

and technical college district partners to incorporate both secondary and postsecondary educational elements as described in the model Career Pathway Plan of Study developed as part of the national Career Clusters Initiative. Figure 1 provides a sample framework depicting the required elements of a complete plan of study for the Health Sciences cluster.

- ii. How the programs of study include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.**

By adopting the model Career Pathway Plan of Study framework, the state will ensure that secondary recipients work collaboratively with appropriate postsecondary partners in the state's technical college districts to develop coherent and rigorous content, aligned with challenging academic standards, industry standards, 21st century and employability skills, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

All secondary career and technical education program areas currently have model content standards and program standards. Beginning with the 2006-07 school year, WDPI's Agriculture and Natural Resources program will initiate a standards review of existing national and state program standards as well as the revised general education course standards in areas such as science, math, and social studies. This will re-align the program area and the related career pathways with both the national and updated state standards used in measuring student progress. At the local level, secondary and postsecondary educators will need to use the tools developed by the state level process to align and articulate local curriculum. The other career and technical education program areas will each follow to result in all programs aligned with state and national standards (*i.e.*, Academic and Technical Skill). This work will be foundational to develop the non-duplicative progression of courses for Perkins IV programs of study.

- iii. Whether the programs of study include opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.**

Wisconsin has long been a leader in the development of 2+2 and 2+2+2 programs to support the seamless movement of students from high school programs to postsecondary occupational programs and baccalaureate completion. Currently, Wisconsin technical colleges have in place 5,033 articulation agreements with secondary partners. Each of these agreements contains a component identifying courses that secondary students can complete in high school and receive advanced standing or transcribed credit, when enrolled in an appropriate technical college program, toward completion of the postsecondary program.

The existing articulation agreements will be strengthened and updated by the curriculum processes described above and the adoption of programs of study. By requiring secondary recipients to actively collaborate with appropriate postsecondary partners in the state's technical colleges and universities to develop secondary programs of study that are aligned with and articulate to specific postsecondary occupational programs, the state anticipates and will encourage the secondary and postsecondary partners to develop formal articulation agreements. These articulation agreements, described in the model framework for Career Pathway Plans of Study will provide identify, where appropriate, opportunities for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits.

The WTCS Board has several mechanisms already in place for providing postsecondary technical college programming to secondary students. These include enrollment in technical college courses:

- Offered by technical college or high school instructors at the high school as part of the high school curriculum;
- As part of a Youth Apprenticeship program;
- Through the state's Youth Options program; or
- As a fee-paying student outside the student's regular educational program.

As part of the transition year planning process, the WTCS Board will review the existing array of 2+2 articulation agreements to identify opportunities to develop model articulation agreements that would assist in aligning secondary programs of study with appropriate postsecondary programs for which technical college district systemwide aligned curricula have been developed.

iv. How the programs of study lead to an industry-recognized credential or certificate at the postsecondary level, or an associate degree or baccalaureate degree.

As part of the planning process to design and implement programs of study, the Wisconsin DPI will require each eligible secondary recipients to

- Use state and regional labor market information from the Wisconsin Department of Workforce Development to determine at least one program of study to be targeted for program development.
- Identify one or more technical college district partner(s) that offers one or more postsecondary programs in the appropriate career cluster and pathways that lead to an industry-recognized credential or certificate at the high school, associate degree, or baccalaureate degree;
- Develop and submit a joint work plan with the technical college district partner to develop an articulation agreement identifying the appropriate secondary and postsecondary course work to prepare high school students who complete the secondary portion of the program of study to gain admission to the postsecondary


part of the program without the need to complete additional prerequisites at the postsecondary level; and

- As part of the joint planning process, complete and submit to the Wisconsin DPI as part of its application for Perkins IV funds a completed Career Cluster Plan of Study for the specific career pathway during the Transition Year. Where feasible, the additional work related to assessing and upgrading curriculum, reforming the student career counseling, development and advising system, and developing and/or clarifying seamless transitions between institutions will also be a part of this joint planning process.

Table 5
Sixteen Career Clusters and Their Pathways

<p>Agriculture, Food & Natural Resources Food Products and Processing Systems Plant Systems Animal Systems Power, Structural & Technical Systems Natural Resources Systems Environmental Service Systems AgriBusiness Systems</p> <p>Architecture & Construction Design/Pre-Construction Construction Maintenance/Operations</p> <p>Arts, Audio/Video Technology & Communications Audio and Video Technology and Film Printing Technology Visual Arts Performing Arts Journalism and Broadcasting Telecommunications</p> <p>Business, Management & Administration Management Business Financial Management & Accounting Human Resources Business Analysis Marketing Administrative & Information Support</p> <p>Education & Training Administration and Administrative Support Professional Support Services Teaching/Training</p> <p>Finance Financial and Investment Planning Business Financial Management Banking and Related Services Insurance Services</p> <p>Government & Public Administration Governance National Security Foreign Service Planning Revenue and Taxation Regulation Public Management and Administration</p> <p>Health Science Therapeutic Services Diagnostic Services Health Informatics Support Services Biotechnology Research and Development</p>	<p>Hospitality & Tourism Restaurants and Food/Beverage Services Lodging Travel and Tourism Recreation, Amusements & Attractions</p> <p>Human Services Early Childhood Development & Services Counseling & Mental Health Services Family and Community Services Personal Care Services Consumer Services</p> <p>Information Technology Network Systems Information Support and Services Interactive Media Programming and Software Development</p> <p>Law, Public Safety, Corrections & Security Correction Services Emergency and Fire Management Services Security and Protective Services Law Enforcement Services Legal Services</p> <p>Manufacturing Production Manufacturing Production Process Development Maintenance, Installation and Repair Quality Assurance Logistics and Inventory Control Health, Safety and Environmental Assurance</p> <p>Marketing, Sales & Service Management and Entrepreneurship Professional Sales and Marketing Buying and Merchandising Marketing Communications and Promotion Marketing Information Management and Research Distribution and Logistics E-Marketing</p> <p>Science, Technology, Engineering & Mathematics Engineering and Technology Science and Math</p> <p>Transportation, Distribution & Logistics Transportation Operations Logistics Planning and Management Services Warehousing and Distribution Center Operations Facility and Mobile Equipment Maintenance Transportation Systems/Infrastructure Planning, Management, and Regulation Health, Safety and Environmental Management Sales and Service</p>
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Figure 1 Sample Career Cluster Plan: Health Science Cluster



Health Science

NAME _____

LEARNER ID _____

SCHOOL/College/University _____

Health Science

Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Health Science Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVEL	GRADE	English/Language Arts	Math	Science	Social Studies	Other Required Courses, Other Electives, Recommended Activities, Learner Activities	Career and Technical Courses and/or Cross-Subject Connections to Health Science	SAMPLE Occupations Relating to This Career Cluster	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Dependent on chosen pathway	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences. A foreign language is recommended.	**Health Science I: Introduction to Health Science **Information Technology Applications	Occupations Requiring Less than Baccalaureate Degree ► Dental Assistant/Hygienist ► EMT/Paramedic ► Health Information Code ► Home Health Aide ► Lab Technician ► Phlebotomist ► Radiographer ► Registered Nurse Occupations Requiring Baccalaureate Degree ► Athletic Trainer ► Biostatistician ► Biochemist ► Geneticist ► Industrial Hygienist ► Nutritionist ► Occupational Therapist ► Physician (MD/DO) ► Physician's Assistant ► Psychologist ► Radiologist ► Research Scientist ► Speech/Language Pathologist ► Toxicologist ► Veterinarian	
	10	English/ Language Arts II	Dependent on chosen pathway	Dependent on chosen pathway	U.S. History		**Health Science II: Health, Safety and Ethics in the Health Environment		
	11	English/ Language Arts III	Dependent on chosen pathway	Dependent on chosen pathway	World History Sociology		**Health Science III: Employment in Health Occupations		
	College Placement Assessments-Academic/Career Advisement Provided			Psychology Economics	Continue courses pertinent to the pathway selected.				
	12	English/ Language Arts IV	Dependent on chosen pathway	Dependent on chosen pathway					
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English Composition	Dependent on chosen pathway	Dependent on chosen pathway	American Govt. Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. Work-based learning is an integral part of this Career Cluster.	Continue courses pertinent to the pathway selected.		
	Year 14	Speech/ Oral Communication Technical Writing	Dependent on chosen pathway	Dependent on chosen pathway	American History Sociology				
	Year 15	Continue courses in the area of specialization.							
	Year 16								

** See course descriptions on page 2.

Figure 1 Sample Career Cluster Plan: Health Science Cluster (continued)

SAMPLE

Health Science

Course Descriptions

(Course content may be taught as concepts within other courses.)

#1

Health Science I: Introduction to Health Science : Instructional content will focus on healthcare communications, leadership and teamwork, and reinforce, expand and enhance biology content specific to human structure and function. Instruction will use interest inventories and observations to introduce students to careers in healthcare and will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. This course will build an understanding of the academic, communication, and technical skills in all aspects of the industry. Students will learn how healthcare workers fit within the overall health care environment and will identify how key systems affect quality of care and other services they perform.

#2

Information Technology Applications : This course is designed for those students who have not mastered knowledge and skills related to technology applications prior to entry into high school. Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, Internet applications and GIS to communicate, search for and access information. Students will develop skills related to word processing, database management, and spreadsheet applications.

#3

Health Science II: Health, Safety and Ethics in the Health Environment : Instructional content will focus on healthcare safety, health maintenance practices and environmental safety processes and procedures, ethical and legal responsibilities as well as reinforce, expand and enhance biology content specific to diseases and disorders. Instruction will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. Students will develop basic technical skills required for all health career specialties including understanding occupational safety techniques and obtaining their CPR and First Aid certifications.

#4

Health Science III: Employment in Health Occupations : Instructional content will focus on healthcare information technology applications, employability and career development, and technical skill preparation. These knowledge and skills will provide guidance for career selection and application for both entry-level employment and post-secondary preparation. Instruction will incorporate project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills.

SAMPLE

(b) The eligible agency will describe how, in conjunction with eligible secondary recipients, it will develop and implement the career and technical programs of study.

The Wisconsin Department of Public Instruction will require each eligible secondary recipient to:

- Identify at least one program of study from the Career Cluster Plans of Study as developed and disseminated by the Career Clusters Initiative funded by the US Department of Education that the recipient will implement;
- Use the sample planning templates developed as part of this initiative to identify the secondary academic and career and technical education course components;
- Identify an appropriate technical college district or university partner institution who will work with the secondary recipient to develop and implement the program of study to ensure that the program will have coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education.
- Identify appropriate programs of study that result in postsecondary course/credit waivers at the four-year college level for secondary students completing such programs of study.

The choice of which career cluster pathway the local secondary recipient implements should reflect the state's economic development priorities as well as local labor market and student demand. WDPI will establish the following areas as program develop priorities as a condition of receiving 2007-08 P funding: (a) Science, Technology, Engineering, and Mathematics, (b) Health Science, (c) Manufacturing, (d) Marketing, Sales and Service, (e) Architecture and Construction, (f) Human Services, and (g) Agriculture, Food and Natural Resources or (h) Business, Management and Administration Career Cluster Plans of Study. WDPI may waive this if the recipient can demonstrate, using regional labor market information provided by the Wisconsin Department of Workforce Development, that a program of study chosen from a different career cluster would be more appropriate to meet the needs of its students.

(c) The eligible agency will describe how it will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

As stated above, the WTCS Board will adopt as its model programs of study the Career Cluster Plans of Study as developed and disseminated by the Career Clusters Initiative funded by the U.S. Department of Education. The sample planning templates developed as part of this initiative will be disseminated to secondary and postsecondary educators to provide them with a uniform framework for identifying secondary and postsecondary educational elements for each program of study that they implement through Perkins IV.

In addition, the WTCS will develop resources to assist secondary recipients to understand the wide range of postsecondary career and technical education programs offered through the state's technical college districts. As the primary provider of postsecondary career and technical education in Wisconsin, the WTCS offers more than 770 distinct occupational programs through its sixteen regional technical college districts. These include a wide range of programs leading to an applied associate degree (267), one-year technical diploma (196), two-year technical diploma (35), less-than-one-year certificate (142), or completion of a registered apprenticeship (133).

As a preliminary part of the planning process for implementing programs of study under Perkins IV, staff at the WTCS Board have reviewed and initially classified each WTCS postsecondary occupational program in one of the 16 career clusters. Appendix A provides a listing of WTCS occupational programs by their preliminary assignment to a career cluster. Over the transition year, state staff will review this categorization with district staff, state staff from WDPI, and secondary education professionals to ensure that each program is classified in the cluster that best matches the postsecondary program with the appropriate career pathway and cluster at the secondary level.

This material, with each career and technical program identified by the cluster and pathway to which it has been assigned, the type of program (applied associate degree, diploma, short-term certificate, or apprenticeship), and the technical college districts in which the program is available, will be disseminated to secondary and postsecondary local eligible recipients by its inclusion on the Perkins-related section of the WTCS website.

In Wisconsin, state statutes require the WTCS Board to approve any educational program offered by a Wisconsin technical college district (§38.04(4), *Wis. Stats.*). As part of the approval process, each postsecondary program type (applied associate degree, one-year technical diploma, two-year technical diploma, short-term certificate, or registered apprenticeship) has a standard set of curriculum components governing the required general education and technical or occupational studies course work that must be included in the postsecondary program. The required course work components for each type of program are described in Figure 2. Moreover, prior to program approval, the technical college district must demonstrate that the program addresses a demonstrated demand for program graduates in the regional or state labor market, that the curriculum has been designed in consultation with employers who are representative of those who have expressed interest in hiring program graduates, and that the proposed curriculum meets the relevant state guidelines.

For each of the postsecondary occupational programs offered by a Wisconsin technical college district, the WTCS Board requires approved curriculum to be submitted to the WTCS Board. Using the approved curriculum, each postsecondary eligible recipient already has on hand the materials needed to identify the appropriate general education course work as well as the technical or occupational studies course work for any program for which a local secondary recipient would seek to establish a program of study in a specific career cluster pathway.

Further, WTCS Board Policy 309 requires a technical college district to identify an advisory committee composed of representation from those directly related to the target jobs of the program for each of its approved postsecondary program offerings. State Statutes require:

Each advisory committee shall consist of equal numbers of employers and employees selected by the district board from recommendations submitted by representative organizations and associations of each occupation. The district board and the district director may request the advice and assistance of these advisory committees in selecting, purchasing and installing equipment, in preparing course materials, in developing instructional methods and vocational guidance programs and for such other purposes as the district board desires.

§38.14(5) *Wis. Stats.*

Finally, each technical college district actively evaluates enrollment and placement rates, reviews and incorporates national standards where available, and works with the advisory committees to design, review, and update the curriculum of each of its postsecondary programs on an ongoing basis. Through these efforts, the WTCS Board ensures that its career and technical education programs continue to be relevant in preparing postsecondary students to succeed in the workplace and will, in turn, provide appropriate pathways to postsecondary opportunities for secondary students.

(d) The eligible agency will describe how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

WDPI has already initiated a comprehensive school counseling program redesign and is in the process of disseminating this program redesign statewide to K-12 counseling staff. A significant portion of the re-design has included the integration of the national Career Clusters Initiative concepts as central to the career awareness, exploration, decision-making and planning/management phases of a student's K-12 experience. Specifically, this includes the development of an individual learning plan for each student's chosen pathway.

WDPI will take a number of additional steps to ensure that programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients:

- ***WisCareers***, a web-based counseling tool developed by the Center for Education and Work in the School of Education at the University of Wisconsin-Madison with input from educational professionals and staff at the WDPI, WTCS, UW System, the Wisconsin Department of Workforce Development and other state agencies is available to all school districts; ***WisCareers*** has aligned its career awareness and exploration to the Career Clusters and Pathways as well as integrating the student content standards for counseling within the program;
- The Wisconsin Career Development Association will be an active partner in the dissemination of these revised systems;

- Professional development programs about the Career Clusters will be provided to counselors statewide; and
- WDPI will engage in regular, statewide, program design and implementation sharing sessions including posting information on the WDPI's Career and Technical Education team website.

(e) The eligible agency will describe secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by secondary school recipients to develop, improve, and expand access to appropriate technology in career and technical education programs.

WDPI will encourage a number of approaches in conjunction with secondary school recipients to develop, improve, and expand access to appropriate technology in career and technical education programs. These include:

- As a part of joint secondary/postsecondary institution development for any particular pathway, an important outcome will be the identification of the resources needed to provide the pathway, including staff, transportation, curriculum resources and/or equipment as well as the source of funds to ensure access to such program resources. Where necessary, Perkins IV Title I funds may be used by local secondary or postsecondary eligible recipient partners in order to provide the chosen pathway. WDPI and other state agencies may also be called on to determine and/or provide additional sources of resources for use in expanding access to appropriate technology for the students involved;
- Promotion by local eligible recipients of Work-based Learning partnerships with high tech business partners in their communities to encourage donations or access to appropriate technology; and
- Development by local eligible recipient of business and industry advisory committees/councils for secondary career and technical education to enhance access to appropriate technology.

Figure 2
Sample WTCS Program Curriculum Configurations

ASSOCIATE DEGREE OCCUPATIONAL PROGRAMS (Code 10)

(Associate Degree in Applied Arts or Applied Sciences)

- A. Associate degree programs are developed to assist persons preparing for, or advancing in, an occupation. Curricula of associate degree programs are designed to reflect statewide competency requirements for a target job(s) which define the occupational program.

Associate degree programs require a minimum of 60 semester credits. Programs with more than 70 credits in the curriculum require written approval by the WTCS President when needed to meet licensure, certification, and other requirements. Curricula with more than the maximum credits shall reflect the additional credits in the technical studies.

- B. The Technical Studies category includes courses that are specific to, or support the development of, technical skills and knowledge. The credit requirement range for Technical Studies is 36 to 49 credits.
- C. The General Studies category includes general education program courses which relate to the effective functioning of the individual in both occupational and community settings. The credit requirement range for General Studies is 21 to 30 credits. It is further defined by the course categories shown below.

Communications	6 credits
Social Science	3 credits
Behavioral Science	3 credits
Math and/or Science	3 credits
Additional General Education	6 to 15 credits

TECHNICAL DIPLOMA PROGRAMS (Codes 30, 31, and 32)

Technical programs are based on local needs of business and industry and are designed to assist persons preparing for entry into, remaining in, or advancing in an occupation. Technical diploma programs have a minimum of two (2) technical credits and a maximum of 70 technical credits.

- A. Technical diploma - Less than One Year (Code 30) - a minimum of two (2) technical credits and a maximum of 25 technical credits.
- B. Technical diploma - One Year (Code 31) - a minimum of 26 technical credits and a maximum of 54 technical credits.
- C. Technical diploma - Two Year (Code 32) - a minimum of 55 technical credits and a maximum of 70 technical credits.
- D. Deviation beyond 70 technical credits requires approval by the state director.
- E. Occupational specific course requirements - minimum 70%

Seventy (70) percent to hundred (100) percent of the total program credits shall be in courses which are occupational specific. Occupational specific refers to those program courses which contain content directly related to a specific technical area.

- F. Occupational supportive/general education course requirements - maximum 30%

Credits in occupational supportive and/or general education may not exceed thirty (30) percent of total program credits. Occupational supportive/general education courses are program courses that relate to effective functioning in an individual's occupational and community settings. These courses shall be drawn from natural science, mathematics, social and behavioral sciences, communicative skills, and other disciplines, both general and occupational.

- (f) **The eligible agency will describe the criteria it will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will**

WDPI - Secondary

i. Promote continuous improvement in academic achievement

WDPI will provide professional development and technical assistance leadership to local recipients that include: aspects of academic literacy (*e.g.*, mathematics, science, reading) and technical reading; student learning support elements found through school counseling services; integrated curricula methodologies, and assessment design. Best practices will be highlighted and networked to recipients.

ii. Promote continuous improvement of technical skill attainment

Wisconsin currently has technical skill assessment in various work-based learning or skill certificate programs. However, they do not meet the third party assessment criteria specified in the 3/13/07 Definitions and Measurement Approaches for the Core Indicators. As a participant in the Next Steps Work Group Technical Skill Assessment workgroup, the department will use the recommendations and guidance to develop third-party technical skill protocols during the Transition Year for implementation in the ensuing Five-Year Plan.

iii. Identify and address current or emerging occupational opportunities

WDPI will include use of the Wisconsin Department of Workforce Development's labor market trends and data information organized around the Workforce Development Board areas as a part of the state's GROW Wisconsin initiative. These websites include demographic information from the latest update of census data as well as regional trends in emerging, high tech/high wage, or high demand occupations. Eligible recipients will be directed to these sites as the source for labor market trend data to be used in identifying local pathways for program development or expansion through the Perkins funding applications. In addition, the Wisconsin Department of Workforce Development's – *WorkNet* – (the state's online labor market information tool) that highlights occupations and career exploration information (<http://worknet.wisconsin.gov/worknet/>) will also be used to identify and address state current and emerging occupational opportunities.

Postsecondary/Adult

i. Promote continuous improvement in academic achievement

ii. Promote continuous improvement of technical skill attainment

iii. Identify and address current or emerging occupational opportunities

At the postsecondary level, the WTCS Board staff review local plans submitted by the sixteen technical college districts and two tribal colleges. As indicated in the postsecondary application material on the agency website identified below, all local recipients must demonstrate that their proposed Perkins IV funded activities will promote continuous improvement in academic achievement and technical skill attainment for participants and identify and address current or emerging occupational opportunities.

The WTCS Board requires local recipients to demonstrate that their local plans satisfy these and other application criteria prior to Board approval.

In addition, for the sixteen technical college districts, the WTCS Board is responsible for approving all postsecondary career and technical education programs. As part of the approval process, the WTCS Board requires the districts to identify and address current or emerging occupational opportunities and demonstrate how proposed programs meet these needs. In addition, as part of the ongoing process of WTCS postsecondary program evaluation, technical college districts review on an annual basis the extent to which each program in their program array is address current or emerging occupational opportunities of their students as well as business and industry. Technical college districts then work with WTCS Board staff to review programs which are failing to attract students, those for which placement opportunities are decreasing, or for which business and industry advisory committees indicate are no longer meeting labor market needs and develop recommendations to the WTCS Board to discontinue these programs.

(g) The eligible agency will describe how, at the secondary level, programs will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

WDPI will facilitate both strategies and resources in supporting local recipients to establish and maintain secondary level programs that prepare career and technical education students to graduate with a diploma. This professional development and technical assistance work will be focused and includes the following elements:

1. Secondary career and technical education programs will be standards based (*i.e.*, academic and technical) and include both rigor and integrated methodologies that are mutually inclusive to a student's learning experience leading to a high school diploma;
2. Student support services continue to be essential to student achievement and learning that culminates in a diploma. Resulting professional development/technical assistance will be established that provides local recipients the tools necessary to maintain exemplary student support;
3. Literacy (*i.e.*, reading, math, and science) continues to be elementary to a student's diploma achievement path. Literacy professional development/technical assistance series will be implemented; and
4. Additional career counseling professional development/technical assistance that emphasizes postsecondary education transition and the importance of obtaining a high school diploma will be targeted.

- (h) The eligible agency will describe how secondary programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations and how participating students will be made aware of such opportunities.**

As indicated previously, the WDPI will facilitate the necessary strategies and opportunities for local recipients to continue to prepare students for postsecondary transition and entry into high-skill, high-wage, or high-demand occupations. This work will be based upon the following: Implementing career clusters and pathways and supporting curriculum strategies that are both rigorous and relevant; secondary and postsecondary career and technical education programs being aligned and articulated that directly lead to both postsecondary education and entry into high-skill, high-wage, or high-demand occupations; having secondary programs be standards based; and continuing to emphasize the importance of a strong and relevant work-based learning component to secondary career and technical education programming that reflects high-skill, high-wage, or high-demand cluster/pathway experiences.

WDPI will provide leadership to local recipients that will help develop strategies that assist participating students' awareness of these opportunities. These strategies include: cluster and pathway information for students; dissemination processes of previously mentioned information through school counseling activities; including information in *WisCareers* (the state's on-line student career counseling tool) and Wisconsin Department of Workforce Development's web site – *WorkNet* – (the state's online labor market information tool) that highlights occupations and career exploration information (<http://worknet.wisconsin.gov/worknet/>).

- (i) The eligible agency will describe how funds provided under the Perkins Act will be used to improve or develop new career and technical education courses.**

WDPI will identify state secondary technical assistance and professional development strategies to program quality elements that will assist in the improvement and/or development of new career and technical education courses. State level efforts and the Perkins funds that will support these efforts will relate to local program improvement or development. Initial efforts will include:

- Advancing secondary career and technical education program standards; enhancing the role of local business and industry advisory councils; career and technical education integration with academics;
- Analysis of program data and its' use within continuous quality improvement; the role and implementation of supporting technology (*i.e.*, high tech equipment);
- Aspects of career and technical education teacher mentoring;
- Career cluster/pathway design and implementation; advancing career and technical education curricular content; and
- Importance of work-based learning experiences for students.

- i. **At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by Wisconsin under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**

To address rigorous and challenging standards, the WDPI state model academic standards (i.e., state career and technical education standards) are currently being revisited to enhance their format, content, and alignment. As WDPI conducts this work, it has collaborated with other national standards initiatives (e.g., American Diploma Project, 21st Century Skills initiative) and state standard enhancement projects (e.g., California, Indiana). Perkins funding may supplement the career and technical education portion of the standards refinement process. In doing so, state career and technical education standards will be updated and aligned with updated Wisconsin academic standards (e.g., math, science and technology education). In addition, all career and technical education standards will be aligned to available and applicable national career and technical education standards (e.g., state agricultural education with national agricultural education standards).

- ii. **At the postsecondary level that are relevant and challenging; and**

Postsecondary program improvement funding is used for activities to improve programs and courses in those programs that have improvement plans resulting from a quality review. In this review, outside experts have provided input regarding strategies that will result in student success in occupationally relevant programs that result in training related job placement.

- iii. **That lead to employment in high-skill, high-wage, or high-demand occupations;**

As stated above, employment that is related to the training developed is a key component of the expectations of the quality review that a program must have completed to be eligible for program improvement funding. If a program is falling below the threshold level of job placement an improvement plan is developed and may be funded.

- (j) The eligible agency will describe how it will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

The WTCS Board will facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement through statewide meetings and active participation in state and national Tech Prep networks:

- WTCS Board staff will hold two to four meetings each year with Wisconsin's sixteen Tech Prep coordinators to share best practices provide technical assistance and discuss state initiatives, issues and other activities that relate to Perkins grant requirements. Representatives from the WDPI, the Wisconsin Department of Workforce Development, local WIA Workforce Investment Boards, secondary representatives on Tech Prep consortia, employers and representatives of other national and state career and technical organizations state are invited to attend the

meetings and present information on transitions from high school to secondary education and/or into the workforce at the state held meetings. The WTCS Board staff hold monthly phone and or web conferences with Tech Prep coordinators and other interested career and technical educators to provide opportunities for sharing best practices, reviewing state data on Tech Prep performance measures and providing timely updates on information relating to the Perkins Act;

- Wisconsin Tech Prep coordinators will continue to use e-mail regularly to communicate with their state colleagues to share information, ask/answer questions and pass on state and local articles of interest. The National Tech Prep Network (hosts a list service available to Tech Prep practitioners around the country that is used by the state Tech Prep coordinators;
- The Wisconsin Association for Career and Technical Education will hold several state meetings and forums throughout the year of interest to both secondary, postsecondary, workforce development practitioners and employers that provide additional opportunities for Tech Prep coordinators to participate with other Perkins grant recipients; and
- Wisconsin Tech Prep coordinators will continue to present on best practices annually at the National Tech Prep Network fall conference that hosts over 2,000 attendees. In both 2003 and 2005 two of Wisconsin Tech Prep consortia have received a national Exemplary Worksite Award for collaborative programs by the National Tech Prep Network.

(k) The eligible agency will describe how it will use funds effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

The State of Wisconsin has a long history of working through its Tech Prep and work-based learning programs to effectively link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement. State statutes require each school board in Wisconsin to establish, in cooperation with a technical college district board, a technical preparation (Tech Prep) program in each public high school located in the school district. State statutes further require that these Tech Prep programs consist of a sequence of courses, approved by the WTCS Board, designed to allow high school pupils to gain advanced standing in the technical college's associate degree program upon graduation from high school (§118.34(1), *Wis. Stats.*). In practice, these sequences include academic as well as career and technical education course work.

In addition, as noted above, the WTCS Board and WDPI have committed to work together to encourage, support, and require the adoption of the national Career Cluster/Pathways model for aligning secondary and postsecondary programs funded through Perkins IV in Wisconsin's secondary schools. Adoption of this model requires secondary and postsecondary partners to develop career pathway material as described in Figure 1 that

identify academic as well as career and technical education courses at the secondary level and to develop articulation agreements between the secondary recipients and postsecondary partners.

- (I) The eligible agency will describe how it will report on the integration or coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration (Sec. 122 (c)(1)(A)-(L)).**

WDPI will use the transition year to develop a local reporting mechanism (*e.g.*, rubric) that will identify standards supporting rigorous content and the extent to which the standards are integrated. From this rubric, results can be reported in a reliable manner. The implementation of career pathways will certainly assist in this endeavor.

By adopting the model Career Pathway Plan of Study framework, WDPI ensures that secondary recipients work collaboratively with appropriate postsecondary partners. While each eligible recipient or consortium fiscal agent will be responsible for working on the design and implementation of at least one Pathway during the transition year, progress will be evaluated by measuring increases in numbers and content of the pathways being implemented throughout the state.

- 8. The eligible agency will describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance.**

WDPI – Secondary

State statutes requires WDPI to maintain one full-time consultant in the following areas: Agriculture and Natural Resources Education, Business and Information Technology Education, Family and Consumer Education, Health Science Occupations Education, Marketing, Management, and Entrepreneurship Education and Technology and Engineering Education (§115.28(30)(b), *Wis. Stats.*). These positions are the only required staff level positions in the agency and their primary role is to provide statewide leadership and technical assistance in curriculum development, instructional practices, and career and technical education student organizations. These positions are required to be on a career and technical education team. The consultants are engaged in all aspects of administration of the secondary portion of the Perkins Act. The range of statewide assistance and technical assistance goes from career and technical education student organizations leadership development to regionally-based provision of workshops, etc., for teachers, administrators and counselors on topics related to the various disciplines and federal and state initiatives. Most recently, such workshops have focused on how career and technical education disciplines can align curriculum to either teach or reinforce academic skills to be tested in the upcoming Wisconsin Student Assessment System statewide testing program at selected points in a child's secondary education.

WTCS Board – Postsecondary/Adult

The WTCS Board is responsible under Chapter 38, *Wis. Stats.*, for overseeing the operation of the Wisconsin Technical College System. In carrying out their job duties, WTCS Board staff routinely provide technical assistance to the WTCS districts and other eligible institutions.

B. OTHER DEPARTMENT REQUIREMENTS

- 1. The eligible agency must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

An electronic copy of the 2006-07 Perkins III funds application information for secondary schools can be found at: <http://www.dpi.wi.gov/cte/cpapps.html>. This link includes the secondary Grant Guidelines, and financial forms. The application should be considered as transitional until WTCS Board is able to incorporate Perkins IV changes. The local application description criteria, accountability sections and appropriate other sections will be revised upon receipt of final guidance by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education

An electronic copy of the 2006-07 Perkins III funds application information for postsecondary eligible applicants can be found at: <http://systemattic.wtcsystem.edu/grants/Perkins/perkins.htm>. This link includes the postsecondary Grant Guidelines, and financial forms. The application should be considered as transitional until WTCS Board is able to incorporate Perkins IV changes. The local application description criteria, accountability sections and appropriate other sections will be revised upon receipt of final guidance by the OVAE.

- 2. The eligible agency must provide a description of the state's governance structure for career and technical education.**

The Wisconsin Technical College System (WTCS) Board is the sole State agency authorized to administer or supervise the administration of the State career and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, (P.L. 109-270). The WTCS operates under a model of shared governance in which responsibility for the operation of the WTCS is shared by the WTCS Board and sixteen district boards. The WTCS Board is statutorily responsible for the initiation, development, maintenance, and supervision of programs with specific occupational orientations below the baccalaureate level, including associate degrees, training of apprentices, and adult education below the professional level. In addition, the WTCS Board is charged with determining the organization, plans, scope, and development of technical colleges in Wisconsin.

The WTCS Board consists of 13 members:

- one employer representative
- one employee representative
- one farmer representative
- State Superintendent of Public Instruction or a designee
- Secretary of the Wisconsin Department of Workforce Development or a designee
- President of the University of Wisconsin System or a designee from among the Regents
- six public members
- one student representative

The employer, employee, farmer and public representatives are appointed by the Governor for staggered, six-year terms. The student member is appointed by the Governor for a two-year term. All members appointed by the Governor must be confirmed by the Wisconsin Senate.

An organization chart for the WTCS Board's staff in the System Office is included as Appendix B. Positions within the System Office responsible for administering the state's postsecondary Perkins program are indicated in on the organizational chart.

While retaining overall responsibility for the state's Perkins funding, the WTCS Board primarily administers the postsecondary and Tech Prep portions of the Perkins program. The State Board delegates responsibility for the administration, operation and supervision of this Act at the elementary/secondary level to WDPI except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. Primary responsibility for the secondary portion of the program rests with the state Superintendent of Public Instruction and the WDPI. As indicated above, coordination between the secondary and postsecondary portions of the program is assured by the State Superintendent's inclusion as an *ex officio* member of the WTCS Board.

Within the WDPI, the Career and Technical Education Team within the Division for Academic Excellence has primary responsibility for the administration of the state's secondary Perkins program with the Division for Finance and Management providing support for data collection and accountability. An organizational chart for the WDPI is included as Appendix B.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. STATUTORY REQUIREMENTS: DPI – Secondary

1. The eligible agency will describe its program strategies for special populations listed in Section 3(29) of the Act.

(a) The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted under the Act.

WDPI administers a state pupil nondiscrimination statute (§118.13, *Wis. Stats.* and Chapter PI 9.06, *Wis. Admin. Code*) which covers all students who might fall in any of fourteen protected group categories. In addition WDPI provides limited technical assistance under special education and federal civil rights requirements. In completing the *2007-2008 Carl Perkins Application*, local secondary recipients must address how members of special populations will be provided with equal access to activities. WDPI staff will provide limited technical assistance to assist local recipients.

(b) The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

The State of Wisconsin prohibits pupil discrimination in state statutes and administrative code (§118.13, *Wis. Stats.* and Chapter PI 9, *Wis. Admin. Code*). The target groups identified Wisconsin statutes are more inclusive than the federal definition of groups made up of individuals who are members of special populations. Recruitment, enrollment and placement are all activities covered by this state law. In addition, in completing the *2007-2008 Carl Perkins Application*, local secondary recipients must identify the ways in which the school district(s) ensure that members of special populations are not discriminated against in career and technical education. Each district/consortium must describe how nondiscrimination policies and procedures are implemented, who is responsible, how these are evaluated for effectiveness.

(c) The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.

In completing the *2007-2008 Carl Perkins Application*, local secondary recipients must include strategies designed to enable the special populations to meet or exceed State adjusted levels of performance based on core indicators.

Technical assistance and training will be provided by state level staff, on cooperation with the state's twelve Cooperative Educational Service Agency structure to assist districts to meet or exceed these levels of performance and prepare special populations for further learning and for high skill high wage careers. Particular attention in these projects will be given to the enrollment of special populations in work-based learning programs that prepare students for high skill/high wage careers. As funds are available, state level projects will be developed to help special populations reach proficiencies in academic areas through career and technical education and to offer high quality professional development opportunities for staff.

B. STATUTORY REQUIREMENTS: WTCS Board – Postsecondary/Adult

All sixteen of Wisconsin's technical college districts are required to be in compliance with Titles VI and VII of the 1964 Civil Rights Act (as amended), Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Carl D. Perkins Career and Technical Education Act of 2006, the Equal Pay Act of 1973, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Wisconsin Fair Employment law, and other appropriate laws and executive orders or administrative directives and codes including the Office of Civil Rights Guidelines for Eliminating Discrimination and Denial of Services on the basis of Race, Color, National Origin, Sex and Handicap in Vocational Programs.

The WTCS Board has entered into an agreement with the U.S. Department of Education's Office of Civil Rights to ensure that the technical college districts are in compliance with all relevant laws, rules and regulations, and other requirements pertaining to students who are in protected categories or are members of special population groups. All of the WTCS districts are required to have plans in place ensuring equal access to all programs, services and activities offered by the districts.

In addition, equal opportunity is required by Chapter 38 of the Wisconsin Statutes and the Wisconsin Fair Employment Law, and covers all persons regardless of political affiliation, age, race, creed, color, handicap (disability), marital status, sex, national origin, ancestry, sexual orientation, arrest or conviction record, service in the armed forces, genetic testing and the use or nonuse of lawful products off the employer's premises during nonworking hours.

The State Board also requires that all students who are members of special population groups who are provided services with Perkins IV funds must be enrolled for one or more credits in approved occupational associate degree; or short-term, one- or two-year technical diploma; or apprenticeship programs. The State Board requires eligible recipients to expend 75% of the Perkins IV Title I funds required to be allocated to eligible recipients for services and activities for members of special populations that will assist them in achieving the levels of performance expected of all students. (See Student Support Services in section A of Part II, PROGRAM ADMINISTRATION – WTCS Board, above.)

- (a) The eligible agency will describe how individuals who are members of special populations will be provided with equal access to activities assisted under the Act.**

The WTCS Board requires eligible recipients to expend 75% of the Perkins IV Title I funds available for allocation to eligible recipients solely for services and activities for members of special populations. These services and activities are to assist them in achieving the levels of performance expected of all students.

- (b) The eligible agency will describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.**

The WTCS Board requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation. These policies are included in district handbooks and are to be disseminated throughout the respective districts. The technical college districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job seeking skills and obtaining employment. (See Student Support Services in Sec. A. Statutory Requirements: WTCS – Postsecondary/Adult, II. Program Administration, Part A: STATE PLAN NARRATIVE, above.)

- (c) The eligible agency will describe how individuals who are members of special populations will be provided with programs designed to enable special populations to meet or exceed State adjusted levels of performance, and how it will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations.**

Provision of Programs

See the descriptions under (a) and (b). above.

Preparation for Further Learning/Careers

Special Populations will be prepared for further learning and careers in high skill, high wage, or high demand occupations in the same way that all other students are prepared for further learning and careers in high skill, high wage, or high demand occupations. The only difference is that students with barriers to succeeding at the same rate as other students will be provided with the assistance necessary for them to succeed as described (b) above.

IV. ACCOUNTABILITY AND EVALUATION

A. STATUTORY REQUIREMENTS – TITLE I: DPI – Secondary

Table 6		
Core Indicators of Performance – Secondary/Adult Level		
1S1	Academic Attainment – Reading/Language Arts	required
1S2	Academic Attainment – Mathematics	required
2S1	Technical Skill Attainment	not required
3S1	Industry Certificate Attainment	not required
4S1	Student Graduation Rates	required
5S1	Student Placement	not required
6S1	Nontraditional Participation	not required
6S2	Nontraditional Completion	not required

- 1. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

While gathering input from eligible recipients has been an ongoing informal process during the process of re-authorization of the Perkins Act, the first formal session to gain input was conducted on April 6, 2006 with a group of career and technical education representatives from Wisconsin's regional educational services agencies. Ballots, data, and background papers from the most recent U.S. Department of Education sponsored Data Quality Institutes were used as the basis for reviewing possibilities and discussion focused on the impact for secondary data collection in Wisconsin. This was followed by a statewide gathering of secondary Perkins representatives in September, 2006 where the work of the U.S. Department of Education sponsored Next Steps Workgroup and most recent Data Quality Institute were again used as the basis for discussions on these issues. In March, 2007, WDPI staff will make two presentations on the Perkins IV Secondary Transition Plan at the Wisconsin Association for Career and Technical Education Annual Conference and will be used to share proposals and gain feedback from both secondary and postsecondary educators.

Upon receipt of the final guidance from OVAE, WDPI will conduct a minimum of two regionally-based workshops this spring to review and finalize the definitions and methods of collecting student performance data for Perkins IV.

2. **The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

WDPI will seek to obtain input from eligible recipients in the regional workshops to be conducted as described above and would be conducted using the following outline based on the Data Quality Institute model:

- Review Perkins III performance measure system, indicators and actual performance
 - Review Perkins IV performance measure requirements
 - Review/discuss/obtain input on WDPI definitions and adjusted levels of performance
 - Summarize and document input for use in statewide workshops
3. **The eligible agency will identify the valid and reliable measurement definitions and approaches it will use for each of the core indicators of performance at the secondary level as well as any additional indicators of performance identified by the eligible agency that are valid and reliable. The eligible agency will describe how its proposed definitions and measure are valid and reliable.**

In regard to the WDPI career and technical education data meeting to the extent possible the notion of “valid and reliable” the U.S. Department of Education “Evaluation Primer” suggests that a “measure is reliable to the degree that it is stable.” In that, valid and reliable data is a function of quality assurance and a comprehensive data audit program.

The WDPI career and technical education data system will have a seven part quality assurance program that focuses on:

1. Training, including at the end user input level, giving the input person pre-defined processes and tools
2. Defined input methods including tools and edits to ensure the data is complete, on-time and accurate
3. Data preparation tools - that include initial auditing of the data and immediate data reconciliation
4. Data life cycle auditing tools - that allow for the ability to understand the data throughout the input/processing/output cycle
5. Data life cycle reconciliation tools - that allow for the ability to correct data errors throughout the input/processing/output cycle

6. Improvement where possible of automation of data input, when managing the movement of data from existing data sources
7. Systematic data sanity reviews with end users on a sampling basis - using industry standard sampling techniques

All of the Perkins IV performance data for secondary core indicators are calculated at the state level using individual student records submitted annually by secondary schools participating in the Act. WDPI's Vocational Education Enrollment Reporting system (VEERS) will be revised to match final federal definitions as well as to match with the state's new uniform pupil number. This will allow for matching data for NCLB comparisons in the academic core indicators and graduation rates. WDPI will provide for local staff development in the revised reporting system to ensure accuracy.

Once local data is received at the state level, it is reviewed and edited for accuracy and completeness. Failures at this level of the process are returned to local eligible recipient fiscal agents and worked through to resolve the errors with WDPI career and technical education team staff. Anticipating consistency between Perkins III and Perkins IV student and performance definitions, data will continue to be used for longitudinal studies at the state, regional or local levels.

4. **The eligible agency will describe how, in the course of developing core indicators of performance and additional indicators of performance it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.**

The key here will be the ability to collect data reflective with the final OVAE guidance on definitions and core indicators – especially for the three NCLB-related reporting requirements for the Transition Year in Reading/Language Arts, Mathematics and graduation rates all being assessed based on NCLB methods and data. WDPI staff will remain involved with the Data Quality Institute and Next Steps Workgroup to keep abreast of specific types of changes to ensure data gathering will match federal accountability intent.

5. **The eligible agency will provide performance levels for those core indicators identified as required. The State's performance levels, at a minimum, must be expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students.**

WDPI will provide all required information in both percentage or numerical form, as required by the final guidance on definitions and core indicators. Recognizing that three core indicators are to be reported on for secondary eligible recipients, WDPI is currently unable to generate potential performance levels due to lack of definitions of students to be included in such accountability and the lack of specificity regarding how technical skill measurements are to be obtained.

6. The eligible agency will describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance.

Upon receipt of final OVAE accountability guidance and the subsequent development of the agreed-upon levels of performance, WDPI will use the state adjusted levels as a benchmark for the transition year. Key to the development of this process will be using a two-tiered approach to achieving compliance. This will revolve around evaluating eligible recipient performance to an absolute standard (*e.g.*, meets State adjusted levels) or an improvement standard (*e.g.* making significant progress to meeting State adjusted levels). In terms of Perkins III, this practice has kept Wisconsin as a high performing state while allowing for individual eligible recipient variance with the state performance goals.

Recognizing that the vast majority of Wisconsin's secondary eligible recipients will participate through a consortium, WDPI will conduct negotiations with consortia fiscal agents and representatives of local eligible recipients in noncompliance with State adjusted levels to develop strategies and procedures to meet either the absolute or performance improvement standards in subsequent years.

7. The eligible agency will describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

WDPI will permit eligible recipients to request revisions annually during the first quarter of each grant year and will include this information in its application guidelines. Requests for revisions will need documentation of the nature and scope of the change in circumstances affecting local attainment of its adjusted levels of performance.

8. The eligible agency will describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary are complete, accurate, and reliable.

Currently, all demographic data, including special population status and gender, are collected in the initial enrollment report. This report also includes the full variety of program enrollment options available to secondary students in career and technical education and will be revised to include the various pathways. Since the data is individually-student based and is collected on the total population of the participating district, special reports from the master database can be designed to capture student activity and performance. WDPI and the WTCS Board identify Tech Prep students through a data match between the data systems of the two state agencies. These matches are based on whether the career pathway (one of sixteen) taken by the student in high school matches a corresponding pathway selected when the student enrolls in a technical college. WDPI and WTCS Board will review and redesign

their Memorandum of Understanding to ensure the accurate and timely reporting of Tech Prep students through a data match between the student data bases at the respective agencies.

9. The eligible recipient will describe how its State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.

As described in response to #6 above, upon receipt of final OVAE accountability guidance and the subsequent development of the agreed-upon levels of performance, WDPI will use the state adjusted levels as a benchmark for the transition year. Key to the development of this process will be using a two-tiered approach to achieving compliance. This will revolve around evaluating eligible recipient performance to an absolute standard (*e.g.*, meets State adjusted levels) or an improvement standard (*e.g.* making significant progress to meeting State adjusted levels). In terms of Perkins III this practice has kept Wisconsin as a high performing state while allowing for individual eligible recipient variance with the state performance goals.

Recognizing that the vast majority of Wisconsin's secondary eligible recipients will participate through a consortium, WDPI will conduct negotiations with consortia fiscal agents and representatives of local eligible recipients in noncompliance with State adjusted levels to develop strategies and procedures to meet either the absolute or performance improvement standards in subsequent years.

In terms of the Tech Prep reporting, WDPI's role is to provide the student participation data to the WTCS which then reviews against subsequent postsecondary enrollment and eventual program completion.

10. The eligible agency will describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

WDPI will evaluate the effectiveness of career and technical education programs by analyzing funding application and reporting responses by individual or consortia eligible recipient(s) in terms of proposed plans versus actual outcomes.

The primary vehicle for this review will be through current Section V (*Program Evaluation and Improvement*) of the local application that covers local eligible agency performance against the Core Indicators of Performance. WDPI uses a continuous improvement model to parallel improvement in performance as a part of the negotiated levels of performance. In the application process, each eligible recipient is required to identify strategies in Section III (*Local Plan for Use of CPA Funds*) of the local application that will bring the district(s) in to compliance with the targeted level of the Core Indicators of Performance. The eligible recipient may use formula allocation and/or local funds to implement these strategies.

Additional program outcomes included in local applications will be dealt with in an annual performance report to be submitted to the WTCS Board for aggregation into the Annual Performance Report required by the U.S. Department of Education. The local application contains coordination information (*Section II.E*) that is designed to maximize the impact of these federal funds when used in concert with other federal and/or state funding sources for improving K-12 education systems.

B. OTHER DEPARTMENT REQUIREMENTS – TITLE I: DPI – Secondary

- 1. The eligible agency must provide all the information requested on the forms provided to report accountability data annually to the Secretary except for those indicators indicated as not required for the one-year transition plan.**
 - (a) The eligible agency will provide student definitions that it will use for the secondary core indicators of performance.**

Table 7 Student Definitions for Secondary Level Core Indicators of Performance	
Participants	– A secondary student who has completed (earned secondary credit) one or more career and technical education course(s) in any career and technical education program area in the reporting year.
Concentrators	– A secondary student who has completed (earned secondary credit) a minimum of three career and technical education courses within the student's chosen pathway and is enrolled in continuing career and technical education courses in that pathway for the current reporting year.

- (b) The eligible agency will provide baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006).**

WDPI instituted universal collection of a student locator number in 2005-06 which is also the first year to start developing the required graduation cohort. While test data for NCLB is available for previous years, it does not include this identifier for the 2003-04 school year needed to crosswalk with 2005-06 career and technical education concentrators. Crosswalk work between the career and technical education VEERS data system and the NCLB test score data is continuing and will be used to generate baseline and performance levels in the near future but was not currently available for timely inclusion in this plan.

Further, data from the current career and technical education data system could be used to generate baseline and proposed levels, but it would need to be with the understanding that such data would likely change as soon as we are able to complete the crosswalk between the two systems.

(c) The eligible agency will provide proposed performance levels.

See response to (b) above.

C. STATUTORY REQUIREMENTS – TITLE I: WTCSB – Postsecondary/Adult

Table 8 Core Indicators of Performance – Postsecondary/Adult Level		
1P1	Technical Skill Attainment	not required
2P1	Industry Certificate Attainment	not required
3P1	Student Retention	not required
4P1	Student Placement	not required
5P1	Nontraditional Participation	not required
5P1	Nontraditional Completion	not required

- 1. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the postsecondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

The WTCS Board began discussions with the state's sixteen technical college districts in August 2005 following participation in the U.S. Department of Education sponsored Next Steps Workgroup. The technical college districts expressed their preference for a new accountability process supporting a concentrator definition of students accumulating 12 credits to allow part time students into the measurement cohort.

The position taken by the WTCS Board in subsequent Data Quality Initiatives has been a reflection of this technical college input. In October 2006, the proposed accountability data collection system was discussed with all sixteen technical college districts and representatives from College of the Menominee Nation and the Lac Courte Oreilles Ojibwa Community College. The WTCS Board sought and provided opportunities for feedback

from the meeting participants. In addition, the WTCS Board has held a series of five regional workshops in February and early March 2007 to share the data with key district personnel.

- 2. The eligible agency will describe the procedures it will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the postsecondary level, as well as for any other additional indicators of performance identified by the eligible agency.**

During the series of regional meetings held in Wisconsin February and early March 2007, staff from the WTCS Board staff shared and reviewed historical data for the state and each technical college district for each indicator. Discussion at these state meetings focused on the best method to establish both baseline and performance levels for the state. The same approach will then be applied to the indicators at the college level.

- 3. The eligible agency will identify the valid and reliable measurement definitions and approaches it will use for each of the core indicators of performance at the postsecondary level as well as any additional indicators of performance identified by the eligible agency that are valid and reliable. The eligible agency will describe how its proposed definitions and measure are valid and reliable.**

All of the Perkins IV performance data for postsecondary core indicators are calculated at the state level using individual student records submitted annually by the sixteen technical college districts. Because the WTCS Board has a uniform student record data base dating from 1995, the performance levels for each indicator can be calculated from 1995 forward.

The WTCS Board staff extract data for Perkins reporting from the Client Reporting database that is use by the WTCS Board for all student reporting, not just Perkins. Annually, WTCS Board staff hold a statewide meeting with technical college district staff to review proposed changes in the client reporting system. In addition, the Client Reporting Users Guide and WTCS Information Systems Manuals are posted on the agency website to make them readily available to district staff.

Data submissions from the technical college districts are edited upon submission for accuracy. Data submissions that fail the edit checks built into the WTCS Board's management information systems are flagged and staff work with college personnel to resolve the errors. In addition, WTCS Board staff examine summary data tables for longitudinal trends to identify potential errors in reporting that might affect reliability of the data over time. The data base and business rules for calculating the core indicators are available to the technical college districts. Each technical college district can replicate the performance calculations using their own student data base.

- 4. The eligible agency will describe how, in the course of developing core indicators of performance and additional indicators of performance it will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.**

Wisconsin's Perkins Accountability System was modeled after the Integrated Postsecondary Education Data System (IPEDS) reporting with the belief that reporting higher education performance should be similar if we want to compare the success of students in career and technical education with the success of all students in higher education. After participating in the national Next Steps Workgroup and all of the Data Quality Institutes, the WTCS Board modified the definition of the students it defines as concentrators. For the 2007-08 program year, the WTCS Board includes in its accountability reporting any students who have completed 12 credits in their program rather than the previously required 24 credits in one year.

- 5. The eligible agency will provide performance levels for those core indicators identified as required. The State's performance levels, at a minimum, must be expressed in a percentage or numerical form so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students.**

The WTCS Board will provide all required core indicator data for career and technical education students that meet the concentrator definition in both numeric and percentage format as required.

At this time, because the WTCS Board is submitting a transition plan for program year 2007-08, no performance data on postsecondary core indicators is required by the Department.

- 6. The eligible agency will describe its process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance.**

The WTCS Board will create a report card for each technical college district using the same methodology as the state-level core indicator performance calculation. The initial proposal will be that the district improves at the same rate as the state has negotiated for each indicator. Technical college districts will be allowed to proposal alternative levels of performance. The WTCS Board staff will review the proposed alternative levels of performance and may approve deviations from the state rate of improvement if the WTCS Board staff determine that the state can still meet the overall performance level agreed up with the U.S. Department of Education.

7. **The eligible agency will describe the objective criteria and methods it will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.**

The WTCS Board will permit each technical college district or tribal college to request a revision to their levels of performance annually during the first quarter of the grant year. Requests for revisions must be accompanied by documentation of the unanticipated circumstances that have arisen and are likely to affect local performance.

8. **The eligible agency will describe how it will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how it will ensure that the data reported to it from local educational agencies and eligible institutions, and the data that it reports to the Secretary are complete, accurate, and reliable.**

Student demographic information is collected at the time of admission to the technical college district, providing the WTCS Board with most special population, gender and ethnic data. The WTCS Board calculates the nontraditional gender student data using the programs designated the WTCS Board as nontraditional in combination with student gender data reported at admission to the college. Students with academic disadvantages are reported by the technical college districts in the WTCS Board's general student data system. Tech Prep students are identified through a data match with the WPDI and a CIP code match.

9. **The eligible recipient will describe how its State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.**

In the past, Wisconsin has had only one postsecondary consortium covered by section 113(b) of the Act, a consortium of tribal colleges. The members of the consortium have indicated to the WTCS Board that the states two tribal colleges (*i.e.*, the College of the Menominee Nation and the Lac Courte Oreilles Ojibwa Community College) intend to submit separate applications for Perkins IV funding beginning with the 2007-08 program year. The WTCS Board will ask the tribal colleges to supply historic data related to the new indicator data collection requirements and then apply the same criteria to create the baseline and proposed performance levels and used with the sixteen technical college districts. The two tribal colleges will then have the opportunity to negotiate alternative levels if the desire in a manner similar to that described above in #6 above.

In addition, Wisconsin has sixteen Tech Prep consortia covered by section 203(e) of the Act. Each of the Tech Prep consortia is led by a technical college district. The WTCS Board will create develop a state-level of performance for each indicator and a report card for each Tech Prep consortia using the same methodology as the state-level Tech Prep indicator performance calculation. The initial proposal will be that each consortium improves at the same rate as the state has determined for each indicator. Tech Prep consortia will then be

allowed to proposal alternative levels of performance. The WTCS Board staff will review the proposed alternative levels of performance and may approve deviations from the state rate of improvement if the WTCS Board's staff determine that the state can still meet the overall performance level set by the WTCS Board.

- 10. The eligible agency will describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

The WTCS Board uses a continuous improvement process titled the Quality Review Process to annually evaluate the effectiveness of each program offered in the system. A scorecard is produced annually for each program that measure performance on metrics that are similar to those used for the Perkins performance indicators. Colleges and state staff are expected to review the scorecards annually. On a rotating cycle, at least once every five years each college completes an in depth analysis of the root causes for low performance on scorecard indicator, then develops an improvement plan that is electronically updated and monitored until the program is scheduled for another review. The Quality Review Process is a key component of each college's criteria for accreditation from the Higher Learning Commission.

D. OTHER DEPARTMENT REQUIREMENTS – TITLE I: WTCS BOARD – Postsecondary/Adult

- 1. The eligible agency must provide all the information requested on the forms provided to report accountability data annually to the Secretary except for those indicators indicated as not required for the one-year transition plan.**
 - (a) The eligible agency will provide student definitions that it will use for the Postsecondary/Adult core indicators of performance.**

Table 9 Student Definitions for Postsecondary/Adult Level Core Indictors of Performance	
Participants – All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.	
Concentrators – All students that are reported as enrolled in a one year diploma, two year diploma, associate degree or apprenticeship program and have complete (passed) in three years twelve (12) credits applicable to that program are concentrators. A student completing eight credits in an apprenticeship program will be considered a concentrator.	

For the four postsecondary core indicators 1P1 through 4P1, the WTCS will continue to use an approach similar to the U.S. Department of Education's IPEDS cohort reporting model. Thus, the measurement period begins when a WTCS student completes 12 postsecondary credits and becomes a CTE concentrator, and the outcomes of these students will be reported at the end of year three.

- (b) The eligible agency will provide baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006).**

The WTCS Board will develop baseline for the core indicators of performance required under section 113(b)(2) of the Act when the performance indicators have been calculated based on guidance provided by OVAE.

- (c) The eligible agency will provide proposed performance levels.**

No proposed performance levels are required by OVAE for the postsecondary core indicators of performance for state's submitting a Perkins IV Transition Plan for program year 2007-08

- 2. The eligible agency will identify the program areas for which the State has technical skill assessments, the estimated percentage of career and technical education students who take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in future program years.**

Secondary

Wisconsin currently has technical skill assessment in various work-based learning or skill certificate programs. However, they do not meet the third party assessment criteria specified in the 3/13/07 Definitions and Measurement Approaches for the Core Indicators. As a participant in the Next Steps Work Group Technical Skill Assessment workgroup, the department will use the recommendations and guidance to develop third-party technical skill protocols during the Transition Year for implementation in the ensuing Five-Year Plan.

Postsecondary/Adult

The WTCS Board relies on postsecondary career and technical education course completion results to ensure that students are gaining the technical skills and knowledge desired by business and industry in the state. State Statutes assign to the WTCS Board the responsibility for approving the courses offered as part of career and technical education programs (§38.04(4)). The Board's program and course approval process requires programs to be developed as part of a structured process in which representative employers and their employees in the specific occupational field identify course competencies needed by program graduates to be successful entering that occupational field.

State statutes further guarantee that technical college districts will provide, free of charge, further education and training to any program graduate if, within 90 days, his or her employer certifies that the graduate lacks entry-level job skills and specifies the areas in

which the graduate's skills are deficient or the graduate is unable to secure employment in the occupational field in which he or she received a degree or diploma (§38.27(4)). Although this provision has been widely advertised over the thirteen years in which it has been in effect, fewer than ten students have sought a fee exemption under this provision.

The WTCS Board asserts that taken together with the overwhelming positive responses to questions of graduates and employers as to their satisfaction with the career and technical education received by WTCS graduates, course completion provides a more holistic, valid, and reliable measure of technical skill assessment than pass rates on specific technical skill assessments created by third parties. In addition, during the Transition Year, the WTCS Board will develop a systemwide process to assess postsecondary program outcomes for individual career and technical education students.

The state does have postsecondary career and technical education programs for which postsecondary students take licensure examinations, but the results of these assessments are reported to the student and the state has no right to this information.

V. TECH PREP PROGRAMS

Authority to plan, coordinate, administer, and implement Wisconsin's Tech Prep program and approve local Tech Prep programs rests with the WTCS Board and is carried out by WTCS Board staff (§§38.40(1), 38.04(26), *Wis. Stats.*).

State statutes require each school board in Wisconsin to establish, in cooperation with a technical college district board, a technical preparation (Tech Prep) program in each public high school located in the school district. Statutes further require that these Tech Prep programs consist of a sequence of courses, approved by the WTCS Board, designed to allow high school pupils to gain advanced standing in the technical college's associate degree program upon graduation from high school (§118.34(1), *Wis. Stats.*).

Further, the technical college district board and the school boards of school districts that operate high schools located in the technical college district are required by statute to establish a consortium to implement the Tech Prep programs (§118.34(2)(b), *Wis. Stats.*) As a result, all public high schools including secondary schools funded by the Bureau of Indian Affairs not only have a Tech Prep program, but belong to one of sixteen (16) Tech Prep consortia.

Finally, the activities of each of the Tech Prep consortia are overseen and administered by a Tech Prep council consisting of 12 members appointed by the local technical college president (§118.34(2)(a), *Wis. Stats.*). The council members may include representatives of local business, industry, labor, secondary and postsecondary institutions of higher education that award a baccalaureate degree, and local cooperative educational service agencies and Workforce Investment Boards.

A. STATUTORY REQUIREMENTS – TITLE II: Tech Prep

1. The eligible agency will describe the competitive basis or formula it will use to award grants to Tech Prep consortia.

The WTCS Board will deduct five percent of the total available Title II funds to support for State Administration.

The WTCS Board will award the remainder of the Title II Tech Prep funds as grants to each of the state's sixteen local consortia by formula, on a non-competitive basis.

For program year 2007-08, each Tech Prep consortium will receive a *basic grant* of \$70,000 and an additional *allocation amount* based on a formula to apportion funds among the consortia. The total allocation amount available to be apportioned among the consort equals:

$$\text{Total Allocation Amount} = [(95\%)* \text{Title II funds}] - [(16)*\text{Tech Prep basic grant}]$$

The WTCS Board anticipates a total of \$881,465 for fiscal year 2007-08 will be apportioned to each consortium using the following formula:

$$\text{Consortium Allocation} = (\frac{1}{2}) * (\text{TAA}) * (\text{L}) + (\frac{1}{2}) * (\text{TAA}) * (\text{P})$$

Where

TAA= Total Allocation Amount;

L = Number of local educational agencies or public school districts located within the technical college district as percent of all local educational agencies in the state;
and

P = Number of grade 10 pupils enrolled in high schools located within the technical college district as percent of all grade 10 pupils in local educational agencies in the state;

Funds from the *basic grant* of \$70,000 not used for coordination purposes are used by the Tech Prep consortium to supplement required grant activities developed by and implemented with funding distributed using the *allocation amount*.

B. OTHER DEPARTMENT REQUIREMENTS – TITLE II: Tech Prep

- 1. The eligible agency will submit a copy of the local application form used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia if funds are awarded competitively.**

The local application form for Tech Prep funds is available online at: http://systemattic.wtcsystem.edu/grants/Perkins/tech_prep_title2.htm. The Wisconsin Tech Prep application and other Guidelines materials will be modified in accordance with changes to the statutory requirements included in Perkins IV and upon receipt of final guidance from the OVAE.

- 2. The eligible agency will provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortia.**

The list of Tech Prep consortia and the estimated funding levels are given in Table 10

Table 10
2007-2008 Carl Perkins Title II Tech Prep Consortia and Grant Allocations

Consortium Fiscal Agent	Estimated Formula Allocation*		Total
	Basic Grant		
Blackhawk	\$70,000	\$32,305	\$102,305
Chippewa Valley	\$70,000	\$62,011	\$132,011
Fox Valley	\$70,000	\$66,242	\$136,242
Gateway	\$70,000	\$53,725	\$123,725
Lakeshore	\$70,000	\$33,716	\$103,716
Madison Area	\$70,000	\$97,754	\$167,754
Mid-State	\$70,000	\$26,884	\$96,884
Milwaukee Area	\$70,000	\$99,562	\$169,562
Moraine Park	\$70,000	\$49,097	\$119,097
Nicolet Area	\$70,000	\$19,172	\$89,172
Northcentral	\$70,000	\$47,334	\$117,334
Northeast	\$70,000	\$70,429	\$140,429
Southwest	\$70,000	\$44,911	\$114,911
Waukesha	\$70,000	\$50,243	\$120,243
Western	\$70,000	\$48,789	\$118,789
WI Indianhead	\$70,000	\$79,288	\$149,288
Totals	\$1,120,000	\$881,462	\$2,001,462

*Formula Allocation amounts are determined on the basis of (a) the number of 10th grade students enrolled in high school within the Wisconsin Technical College district and (b) the number of secondary schools within the Wisconsin Technical College district.

VI. FINANCIAL REQUIREMENTS

The State of Wisconsin has chosen to submit a transition plan for the first year of operation of programs under Perkins IV. Under this plan, the WTCS Board will apportion the Title I, Section 111 funds available to the state between the WDPI and the WTCS Board. WDPI will be allocated approximately 45% of the Title I, Section 111 funds and be responsible for the administration of the secondary portion of the Perkins IV program. WTCS Board will retain the balance, approximately 55% of the Title I, Section 111 funds, and be responsible for the administration of funds of the postsecondary portion of the Perkins IV program.

Wisconsin will continue to operate a separate Tech Prep program. The WTCS Board will administer the Title II (Tech Prep) funds.

Table 11			
Allocation of Perkins IV Funds for Secondary and Postsecondary Purposes			
	Total	Postsecondary (WTCS Board)	Secondary (WI DPI)
Basic Grant (85%)	\$18,809,010	\$10,344,756	\$8,464,054
Administration (5%)	1,106,412	758,527	347,885
State Leadership (10%)	2,212,825	1,210,554	1,002,271
<u>Total</u>	<u>\$22,128,247</u>	<u>\$12,314,037</u>	<u>\$9,814,210</u>
<u>Title II—Tech Prep</u>	<u>\$2,106,802</u>	<u>\$2,106,802</u>	<u>- 0 -</u>

A. STATUTORY REQUIREMENTS: DPI – Secondary

- The eligible agency will describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202 of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation.**

Please see description below under #1, Sec. C. Statutory Requirements:

WTCS – Postsecondary/Adult , IV. ACCOUNTABILITY AND EVALUATION, Part A: State Plan Narrative for the rationale Wisconsin uses to split the funds between secondary and postsecondary recipients.

- 2. The eligible agency will provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State.**

Under Section 131(a) of Title I, Part C of the Act, 85% of the monies allocated to the WDPI will be allocated to local educational agencies (LEAs) by the following formula:

1. 70% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of Chapter I 5-17-year-olds in an LEA in the preceding fiscal year by the number of Chapter I 5-17-year-olds the State in the preceding fiscal year.
2. 30% of the DPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of enrolled students served by an LEA in the preceding final year by the number of enrolled students served by LEAs in the State in the preceding fiscal year.
3. Appendix C is a copy of the 2007-08 Planning Allocations for Carl Perkins Formula Allocation Grants for Secondary Recipients.

- 3. The eligible agency will describe how it will allocate funds made available for career and technical education programs under section 132(a) of the Act and how these allocation are distributed to postsecondary institutions with the State.**

This question refers to the allocation of funds for postsecondary/adult programs and is responded to below under #3, C. Statutory Requirements: WTCS Board –
Postsecondary/Adult, VI. FINANCIAL REQUIREMENTS, PART A: State Plan Narrative

- 4. The eligible agency will describe how it will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.**

If the provisions of section 131(a) and (c) results in an LEA receiving an allocation falling below \$15,000, the LEA must form a consortium. The LEA may enter in to a consortium with other LEAs (i.e. through a mutual assistance contract entered into under §66.30, *Wis. Stats.*) or a Cooperative Educational Service Agency. The formula allocation dollars generated by each participating LEA under the formula identified by the DPI will yield the total allocation to the consortium. Once this dollar amount has been determined, the amounts calculated for each participating LEA will lose individual school identity and cannot be prorated back to the individual LEA. Consortium projects are to focus on common program improvements needs and funds assigned accordingly.

- 5. The eligible agency will describe how it will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations.**

This question refers to the allocation of funds for secondary programs and is responded to below under #5, A. Statutory Requirements: WTCS Board – Postsecondary/Adult, VI. FINANCIAL REQUIREMENTS, PART A: State Plan Narrative

- 6. The eligible agency will describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools, and secondary schools funded by the Bureau of Indian Affairs.**

WDPI annually re-allocates unrequested and carryover Perkins funds to participating districts based on the various criteria listed in the statement above. This is typically completed at the end of each calendar year.

- 7. The eligible agency will provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) of the Act.**

WDPI is not proposing an alternative allocation formula for the Transition Plan.

B. OTHER DEPARTMENT REQUIREMENTS: DPI – Secondary

- 1. The eligible agency will submit a detailed project budget using the forms provided.**

Please see the secondary portion of the Perkins IV Budget Table – Program Year 1 in PART B, BUDGET FORMS.

- 2. The eligible agency will provide a listing of allocations made to secondary consortia from funds available under sections 112(a) and (c) of the Act.**

WDPI only allocates funds to individual eligible recipients who work together to form their own consortia. WDPI does not allocate by state-designated consortia. See Appendix C, 2007-08 Planning Allocations for Carl D. Perkins Formula Allocation Grants, for this individual district allocations.

- 3. The eligible agency will describe the secondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) of the Act.**

Under Section 131(a) of Title I, Part C of the Act, 85% of the monies appropriated to the DPI will be allocated to LEAs by the following formula:

1. 70% of the WDPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of Chapter I 5-17-year-olds in an LEA in the preceding fiscal year by the number of Chapter I 5-17-year-olds the State in the preceding fiscal year.
 2. 30% of the WDPI portion of the monies available for LEA formula distribution will be multiplied by the quotient derived by dividing the number of enrolled students served by an LEA in the preceding final year by the number of enrolled students served by LEAs in the State in the preceding fiscal year.
- 4. The eligible agency will describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

WDPI is not including the 10% reserve in its budget for program year 2007-08.

- 5. The eligible agency will describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

Because WDPI is not including the 10% reserve in its budget for program year 2007-08, there will be no need for procedures to rank eligible recipients under section 112(c) of the Act..

- 6. The eligible agency will include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) of the Act.**

WDPI will designate all districts with only one high school as being rural and sparsely populated for the purposes of this section. Additional descriptions will be developed as needed to fully implement the waiver requirements.

C. STATUTORY REQUIREMENTS: WTCS BOARD – Postsecondary/Adult

1. **The eligible agency will describe how it will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under section 202 of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation.**

As noted above, the WTCS Board has chosen not to consolidate any Title II (Tech Prep) funds under section 202 of the Act with its Title I (Basic State Grant) funds for program year 2007-08. The WTCS Board will allocate approximately 45% of the Title I funds available to the State under section 111 of the Perkins Act to the Wisconsin Department of Public Instruction to use in support of secondary career and technical education. The WTCS Board reserves the balance of these funds to use in support of postsecondary and adult technical education.

This allocation of funds between the secondary and postsecondary/adult levels reflects Wisconsin's historical emphasis, with some adjustments, on providing postsecondary career and technical education and training to its citizens. It also continues to reflect and respond to the needs of the State's labor market.

The composition of the state's population determines the size of the labor force and number of workers in different age groups. With the Baby Boom cohort beginning to leave the state's workforce in ever increasing numbers and relatively low net migration rates compared to other regions of the country, Wisconsin has begun to experience shortages in skilled labor. Based on the composition of the state's population, state demographers estimate that by 2016 more individuals in Wisconsin will be turning 65 than 18. There will be continued shortages of young people entering the labor force and a decline in the number who are of prime working age (25 to 54 years old). As a result, state labor economists estimate that the current labor shortages may grow to a deficit of about 40,000 workers annually by 2014.

With some of the highest labor force participation rates in the US and relatively low net migration rates, Wisconsin has no large pool of untapped workers left to draw into the workforce. Continued productivity growth is essential if the state is to successfully grow its economy in the face of such shortages. These productivity gains can only occur if the state is able to raise the skill levels of all workers through strong career and technical education programs available both to in-school youth and adults over the course of their working life. With many more adult students to serve, the existing split continues to reflect the overall needs of the state's population.

- 2. The eligible agency will provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State.**

This question refers to the allocation of funds for secondary programs and is responded to below under #2, A. Statutory Requirements: WDPI – Secondary, VI. FINANCIAL REQUIREMENTS, PART A: State Plan Narrative

- 3. The eligible agency will describe how it will allocate any of those funds made available for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions with the State.**

Proposed allocations to postsecondary institutions are provided in Appendix D.

- 4. The eligible agency will describe how it will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation.**

This question refers to the allocation of funds for secondary programs and is responded to below under #4, A. Statutory Requirements: WDPI – Secondary, VI. FINANCIAL REQUIREMENTS, PART A: State Plan Narrative

- 5. The eligible agency will describe how it will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations.**

The WTCS Board will not be awarding any funds to consortia in the 2007-08 program years. Instead, funds will be awarded to each of the sixteen technical college districts and to the College of the Menominee Nation and the Lac Courte Oreilles Ojibwa Community College.

- 6. The eligible agency will describe how it will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools, and secondary schools funded by the Bureau of Indian Affairs.**

The WTCS Board has not approved any boundary changes for the state's sixteen technical college districts for more than fifteen years and anticipates making no changes in the 2007-08 program year. Therefore, there is no need for the WTCS Board to adjust the data upon which allocations to local postsecondary recipients are based

- 7. The eligible agency will provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 132(b) of the Act.**

For program year 2007-08, the WTCS Board is not proposing to use an alternative allocation formula as described in section 132(b) of the Act to distribute postsecondary and adult funds available under section 112(a) of the Act.

D. OTHER DEPARTMENT REQUIREMENTS: WTCS – Postsecondary/Adult

- 1. The eligible agency will submit a detailed project budget using the forms provided.**

Please see the postsecondary portion of the Perkins IV Budget Table – Program Year 1 in PART B, BUDGET FORMS.

- 2. The eligible agency will provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

The WTCS Board will allocate no funds available under sections 112(a) and (c) of the Act to postsecondary consortia.

- 3. The eligible agency will describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) and 132(a) of the Act.**

For postsecondary eligible recipients, the WTCS Board will distribute funds to eligible institutions according to the formula described in section 132(a)(2) of the Perkins Act. The formula is based upon the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs that were enrolled in postsecondary technical education in the eligible institutions in the preceding fiscal year. In any given year, an eligible institution is eligible to receive a percentage of the total formula funds available that is equal to the percent its total number of Pell Grant and BIA recipients is to the total number of such recipients enrolled by all eligible recipients in the preceding fiscal year.

Perkins IV stipulates that no postsecondary eligible recipient or consortium shall receive an allocation of formula funds in an amount that is less than \$50,000. All of the WTCS districts and the state's two tribally-controlled community colleges are eligible for allocations in excess of \$50,000.

- 4. The eligible agency will describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Reserve funds are to be used to promote innovative or successful practices in the areas of: (A) Nontraditional occupations services or (B) Pre-technical learning activities. Each Wisconsin Technical College System district will be allocated an amount of Reserve funds for use within one or both focus areas. Neither focus area is preferred over the other.

An estimated \$1,034,496 will be available for these purposes. The funds are allocated by dividing the total amount of reserve funds by seventeen (17) and allocating that amount to each WTCS district other than Milwaukee Area Technical College District. In recognition of the greater size, educational needs, and complexity of the district, the Milwaukee Area Technical College District will be allocated twice the amount made available to the other technical college districts.

- 5. The eligible agency will describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

Section 112(c) of the Act requires that reserve funds may only be awarded to eligible recipients located in: (1) rural areas; (2) areas with high percentages of technical education students; or (3) areas with high numbers of technical education students. At the postsecondary/adult level, the WTCS Board has determined that all sixteen of the technical

college districts meet one or more of these criteria. Because the WTCS Board allocates Reserve funds to each of the sixteen (16) eligible technical college districts, the Board requires each district to submit an application for the use of funds that meets the requirements as specified in the state grant guidelines.

6. The eligible agency will include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 132(a)(4) of the Act.

The WTCS Board has determined that at the postsecondary/adult level no eligible recipients are in rural and sparsely populated area and therefore none of the sixteen technical college districts would meet this criterion.

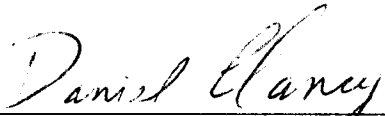
VII. EDGAR CERTIFICATIONS

A. State Certifications

STATE CERTIFICATION

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certifications:

- a. That the Wisconsin Technical College System Board in this State is eligible to submit the State plan for basic education as authorized under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270;
- b. That the Wisconsin Technical College System Board has authority under State law to perform the functions of the State under the program;
- c. That the State legally may carry out each provision of the plan;
- d. That all provisions of the plan are consistent with State law;
- e. That the undersigned State Director has authority under State law to receive, hold, and disburse Federal funds made available under the plan;
- f. That the undersigned State Director has authority to submit the plan;
- g. That the Wisconsin Technical College System Board has adopted or otherwise formally approved the plan; and
- h. That the plan is the basis for State operation and administration of the program.

	
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Daniel Clancy on March 28, 2000	TITLE System President and State Director
APPLICANT ORGANIZATION Wisconsin Technical College System Board	DATE SUBMITTED May 7, 2000

Certification of Delegation: DEPARTMENT OF PUBLIC INSTRUCTION

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certification:

The Wisconsin Technical College System Board, as the sole State agency authorized to administer or supervise the administration of the State vocational and technical education program under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270, delegates all responsibility for the administration, operation and supervision of this Act at the elementary/secondary level to the Wisconsin Department of Public Instruction except for those responsibilities specifically reserved to the Board by Section 121(a) of the Act. This delegation includes, but is not limited to, responsibility for:

- a. Developing, implementing and operating policies and procedures for the allocation of federal Perkins funds to secondary school districts and other eligible recipients and agencies in accordance with the provisions of P.L. 109-270, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);
- b. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 109-270, state Single Audit requirements, and federal Office of Management and Budget circulars that apply to the Act;
- c. Providing for the proper and efficient administration of the Act;
- d. Developing plan materials in accordance with Section 122 of the Act and reporting in accordance with Section 114 of the Act;
- e. Developing a system of Core Indicators of Performance in accordance with Section 113;
- f. Providing reports and other records related to grant funds that are required by the State Board; and
- g. Developing policies and procedures to ensure compliance with the Act and all other applicable state and federal statutes, rules and regulations.


This delegation of authority is effective upon approval of the State Plan by the WTCS Board, by the Governor of the State, and by the Secretary, U.S. Department of Education.



SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Daniel Clancy on March 28, 2000	TITLE System President and State Director
APPLICANT ORGANIZATION Wisconsin Technical College System Board	DATE SUBMITTED May 7, 2000

STATE PROCESS SUBMISSION CERTIFICATION

As the duly authorized representative of the applicant, I hereby certify that the State Intergovernmental Review Process established pursuant to Executive Order 12372 has been waived for plans developed under the Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270.

 SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE
By Daniel Clancy on March 28, 2000		System President and State Director
APPLICANT ORGANIZATION		DATE SUBMITTED
Wisconsin Technical College System Board		May 7, 2000



**WISCONSIN DEPARTMENT OF
ADMINISTRATION**

JIM DOYLE
GOVERNOR

MICHAEL L. MORGAN
SECRETARY

Division of Intergovernmental Relations
Post Office Box 8944
Madison, WI 53708-8944
Voice (608) 266-0288
Fax (608) 267-6917

April 12, 2007

Daniel Clancy
President
Wisconsin Technical College System Board
4622 University Avenue
PO Box 7874
Madison, WI 53707-7874

RE: Carl D. Perkins Career and Technical Education Act Grants
(CFDA #84.048 and 84.243)
State Application Identifier Number: 064.2007

Dear Mr. Clancy:

The Department of Administration has reviewed the above noted application for federal funding assistance. At the direction of the Governor of the State of Wisconsin and pursuant to s. 16.54, Wis. Stats., the Department is approving the application of submission to the federal funding authority. The application is in compliance with applicable state laws and is consistent with related state plans, programs, and policies.

The Department encourages favorable federal action on this grant application which will serve the needs of Wisconsin's citizens.

Pursuant to s. 16.54, Wis. Stats., you are required to:

1. Transmit a copy of this letter to the federal granting agency with your application.
2. Notify the Wisconsin Legislature's Joint Committee on Finance that you are applying for a federal grant.
3. Notify the Department of Administration when you receive Federal approval or denial of your grant application. Send a copy of the official notification with the State Application Identifier Number written on it to:

Office of Federal-State Relations
Division of Intergovernmental Relations
State of Wisconsin Department of Administration
101 East Wilson Street, 10th Floor, PO Box 8944
Madison, WI 53708-8944

Sincerely,

Laura Arbuckle
Administrator

B. OTHER ASSURANCES

1. Debarment, Lobbying and Drug-Free Workplace Certification

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85 "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as described at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification, or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1998, and

implemented at 34 CFR Part 85, Subpart F, for grantees, as defined

at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about –

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under a subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title,

to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

4622 University Ave.

P.O. Box 7874

Madison, WI 53707-7874

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Wisconsin Technical College System Board	P.L. 109-270, Carl Perkins
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Daniel Clancy, System President and State Director	
SIGNATURE By: Daniel Clancy	DATE March 28, 2007

ED 80-0013

2. Assurance -- Non-Construction Programs

OMB Approval No. 0348-0040

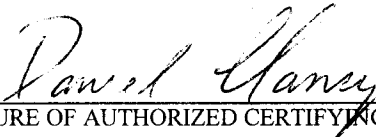
ASSURANCES – NON-CONSTRUCTION PROGRAMS

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality, of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-648) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction, subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 178(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (18 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

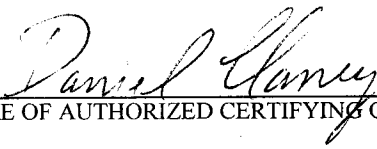
Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

 SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Daniel Clancy on March 28, 2000		TITLE System President and State Director	
APPLICANT ORGANIZATION Wisconsin Technical College System Board		DATE SUBMITTED May 7, 2000	

OTHER ASSURANCES – OPERATIONS OF PERKINS PROGRAM

As the duly authorized representative of the applicant, I certify that the applicant:

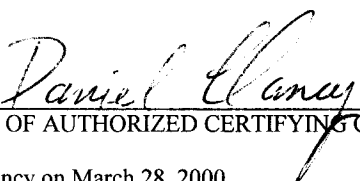
- a. Will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
- b. Will assure that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
- c. The State of Wisconsin will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
- d. The State of Wisconsin will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
- e. The State of Wisconsin and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
- f. Except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)].
- g. Eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

 SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Daniel Clancy on March 28, 2000	TITLE System President and State Director
APPLICANT ORGANIZATION Wisconsin Technical College System Board	DATE SUBMITTED May 7, 2000

NON-DISCRIMINATION STATEMENT

As the duly authorized representative of the applicant, I hereby certify that:

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Job Training Partnership Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 4622 University Ave., P.O. Box 7874, Madison, Wisconsin 53707-7874; telephone (608) 266-1844 or Tele-communications Device for the Deaf (TDD) (608) 267-2483.

	
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL By Daniel Clancy on March 28, 2000	TITLE System President and State Director
APPLICANT ORGANIZATION Wisconsin Technical College System Board	DATE SUBMITTED May 7, 2000

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	\$ 22,128,247
B. Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	\$ 0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ 22,128,247
D. Amount Available for Title I Distribution (<i>Line C</i>)	\$ 22,128,247
1. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ 18,809,010
a. Secondary Programs (45% of Title I grant)	\$ 8,464,054
b. Postsecondary Programs (55% of Title I grant)	\$ 10,344,956
c. Subtotal	\$ 18,809,010
2. Reserve (<i>not more than 10% of Line D, 1 as applicable</i>)	\$ 1,034,496
a. Secondary Programs (0% of Title I grant)	\$ 0
b. Postsecondary Programs (10% of Title I grant)	\$ 1,034,496
3. Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	\$ 2,212,825
a. Nontraditional Training and Employment (\$60,000)	
b. Corrections or Institutions (\$140,300)	
4. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	\$ 1,106,412
E. State Match (<i>from non-federal funds</i>) ¹	\$ 1,199,154.08

¹ The eligible agency must provide non-federal funds for state administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A.	Total Title II Allocation to the State	\$ 2,106,802
B.	Amount of Title II Tech Prep Funds to be Consolidated with Title I Funds	\$ 0
C.	Amount of Title II Funds to be made available for Tech Prep (Line A - Line B)	\$ 2,106,802
D.	Tech-Prep Funds earmarked for Consortia	\$ 2,001,462
	a. Percent for Consortia (Line D ÷ Line C)	[95%]
	b. Number of Consortia	<u>16</u>
	c. Method of Distribution (check one): <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Formula <input type="checkbox"/> Competitive </div>	
E.	Tech Prep Administration	\$ 105,340
	a. Percent for Administration (Line E ÷ Line C)	[5%]

PART C: ACCOUNTABILITY FORMS

I. DEFINITIONS

A. Secondary

Student Definitions for Secondary Level Core Indictors of Performance
Participants – A secondary student who has completed (earned secondary credit) one or more career and technical education course(s) in any career and technical education program area in the reporting year.
Concentrators – A secondary student who has completed (earned secondary credit) a minimum of three career and technical education courses within the student's chosen pathway and is enrolled in continuing career and technical education courses in that pathway for the current reporting year.

B. Postsecondary/Adult

Student Definitions for Postsecondary/Adult Level Core Indictors of Performance
Participants – All students that take at least one course in a program area leading to a degree or diploma are considered annually as participants in career and technical education. The student does not have to be formally accepted in a program.
Concentrators – All students that are reported as enrolled in a one-year diploma, two-year diploma, associate degree or apprenticeship program and have complete (passed) in three years twelve (12) credits applicable to that program are concentrators. A student completing eight credits in an apprenticeship program will be considered a concentrator.

II. FINAL AGREED UPON PERFORMANCE LEVELS (FAUPL) FORMS

A. Secondary

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Indicator & Citation	Indicator & Citation	Indicator & Citation	Indicator & Citation	Indicator & Citation
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B:	L: A:	L: A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of 12th grade <u>CTE concentrators</u> who graduated during the reporting year.</p> <p>Denominator: Universe of 12th grade <u>CTE concentrators</u> during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of CTE concentrator graduates who were placed in postsecondary education or advanced training, in the military service, or employment.</p> <p>Denominator: Number of <u>CTE concentrators</u> graduates with follow-up information.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

B. Postsecondary/Adult

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of CTE concentrators for the measurement period who passed at least 80% of the technical courses attempted during the measurement period. Denominator: Number of CTE concentrators for the measurement period that took at least one technical course.	State level administrative records.	B:	L: A:	L: A:
2P1 Credential, Certificate, or Diploma Attainment 113(b)(2)(B)(ii)	Numerator: Number of CTE concentrators for the measurement period who were reported by the college as a graduate. Denominator: Number of CTE concentrators for the measurement period.	State level administrative records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	Numerator: Number of CTE concentrators for the measurement period who are still enrolled in a WTCS 2-year college at the end of the measurement period or have transferred to a non-WTCS 2- or 4-year postsecondary institution. Denominator: Number of CTE concentrators for the measurement period.	State level administrative records plus data matching with the National Clearinghouse.	B:	L: A:	L: A:
4P1 Student Placement 113(b)(2)(B)(iv)	Numerator: Number of CTE concentrator graduates who reported employment two quarters after the end of the academic year. Denominator: Number of CTE concentrators who graduated in the most current measurement period.	State level administrative records, survey data and matching with state UI records.	B:	L: A:	L: A:

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL) (continued)					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 7/1/05-6/30/06	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State level administrative records.	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrator</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State level administrative records.	B:	L: A:	L: A:

*NOTE: For the four postsecondary core indicators 1P1 through 4P1, the WTCS will continue to use an approach similar to the U.S. Department of Education's IPEDS cohort reporting model. Thus, the measurement period begins when a WTCS student completes 12 postsecondary credits and becomes a CTE concentrator, and the outcomes of these students will be reported at the end of year three.

Appendix A

Draft Assignment of WTCS Programs to Career Clusters

Appendix A
WTCS Programs by Career Cluster
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Agriculture, Food & Natural Resources	CIP Code
10-001-1 HORTICULTURE	01.0699
10-001-2 HORTICULTURE-MARKETING	52.1999
10-001-3 LANDSCAPE MANAGEMENT	01.0605
10-001-4 LANDSCAPE HORTICULTURE	01.0605
10-001-5 ARBORICULTURE/URBAN FORESTRY TECH	03.0508
10-002-1 FEED, FERTILIZER AND FARM SUPPLY	01.0501
10-003-1 FARMSTEAD MECHANIZATION	01.0201
10-003-2 AGRICULTURE/OUTDOOR POWER EQUIPMENT	01.0201
10-004-1 FEEDS SEEDS AND FARM SUPPLY	01.0501
10-005-1 MACHINERY PARTS AND SALES	01.0501
10-006-1 AGRIBUSINESS SALES/SERVICES	01.0501
10-006-2 AGRI-BUSINESS/SCIENCE TECHNOLOGY	01.0501
10-006-3 AGRISCIENCE TECHNICIAN	01.0599
10-007-2 BIOTECHNOLOGY LABORATORY TECHNICIAN	41.0101
10-007-3 BIOPROCESS MANUFACTURING TECHNICIAN	41.0101
10-007-4 BIOSCIENCE TECHNICIAN	41.0101
10-057-1 NATURAL RESOURCES TECHNICIAN	03.0101
10-065-1 FOOD SCIENCE TECHNICIAN	15.0699
10-065-2 FOOD SCIENCE TECHNICIAN-DAIRY	15.0699
10-065-3 FOOD PROCESSING/BIOTECHNICIAN	15.0699
10-070-1 AGRICULTURAL EQUIPMENT TECHNOLOGY	01.0205
10-080-1 AGRICULTURE PRODUCTION & SERVICE	01.0301
10-091-1 VETERINARY TECHNICIAN	51.0808
10-091-2 AGRIBUSINESS & LIVESTOCK MANAGEMENT	01.0302
10-091-3 LABORATORY ANIMAL TECHNICIAN	51.0808
10-091-5 EQUINE MANAGEMENT	01.0507
10-325-1 GOLF COURSE MANAGEMENT	31.0301
30-001-2 URBAN FORESTRY	03.0599
30-001-3 LANDSCAPE AND TURF SERVICES	01.0607
30-001-5 BASIC HORTICULTURE	01.0601
30-001-6 AGROECOLOGY	01.0304
30-006-1 OPERATING AGRIBUSINESS FOR RESULTS	01.0501
30-006-2 OPERATING AN AGRIBUS SERVICE DEPARTMENT	01.0501
30-006-3 OPERATING AN AGRIBUS PARTS DEPARTMENT	01.0501
30-006-4 OPERATING AN AGRIBUS SALES DEPARTMENT	01.0501
30-006-5 OPERATING AN AGRIBUS FINANC DEPARTMENT	52.0803
30-080-2 ADVANCED PRODUCTION AGRICULTURE	01.0301
30-080-3 FARM HAND	01.0301
30-090-1 FARM BUSINESS & PRODUCTION MANAGEMENT	01.0104
30-090-2 FARM MANAGEMENT	01.0104
30-091-3 ARTIFICIAL INSEMINATION	01.0599
30-095-1 TAXIDERMY	50.0799
30-506-1 STRUCTURAL PEST CONTROL	26.0702

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**WTCS Programs by Career Cluster
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Agriculture, Food & Natural Resources (cont.)	CIP Code
31-001-1 HORTICULTURE TECHNICIAN	01.0699
31-001-2 ARBORIST	01.0699
31-003-1 AGRICULTURAL BUILDING	01.0201
31-003-3 FARMSTEAD MECHANIZATION HANDLING	01.0201
31-003-4 DAIRY EQUIPMENT SERVICING	01.0205
31-003-5 AG EQUIPMENT INSTALL & SERVICE	01.0201
31-004-1 AGRI-BUSINESS SALES	01.0501
31-008-1 MEAT PROCESSING & MERCHANDISING	12.0506
31-070-1 AG DIESEL POWER MECHANIC	01.0205
31-070-2 AGRI-EQUIPMENT SERVICE	01.0205
31-070-3 AGRICULTURE EQUIPMENT MECHANIC	01.0205
31-080-1 TIMBER PRODUCER	03.0511
31-080-4 FARM OPERATION	01.0301
31-080-5 DAIRY FARM OPERATION	01.0306
31-091-1 DAIRY HERD MANAGEMENT	01.0306
31-091-2 FARRIER	01.0599
31-093-1 CROP PRODUCTION	01.0304
31-093-2 IRRIGATION AND CROP PRODUCTION	01.0304
31-527-1 MUNICIPAL SERVICES AIDE	15.0506
31-527-2 WATER/WASTEWATER PLANT OPERATOR	15.0506
32-001-1 HORTICULTURE-ORNAMENTAL	01.0605
32-070-1 AGRICULTURAL POWER & EQUIPMENT TECH	01.0205
32-080-1 PRODUCTION AGRICULTURE	01.0301
32-080-2 FARM MANAGEMENT	01.0301
50-092-1 FARM EQUIPMENT APPRENTICE	01.0205
Architecture & Construction	CIP Code
10-443-1 FACILITY SYSTEMS TECHNICIAN	46.0401
10-607-1 CIVIL ENGINEERING TECHNOLOGY	15.0201
10-607-4 CIVIL ENGINEERING TECH-HWY TECHNOLOGY	15.0201
10-607-5 CIVIL ENG. TECH. - STRUCTURAL	15.0201
10-607-7 LAND SURVEY TECHNICIAN	15.1102
10-607-8 PUBLIC WORKS TECHNICIAN	15.1102
10-614-1 ARCHITECTURAL TECHNOLOGY	15.0101
10-614-2 MODEL BUILDING DESIGN & CONSTRUCTION	15.0101
10-614-3 ARCHITECTURAL-RESIDENTIAL DESIGN	15.0101
10-614-4 ARCHITECTURAL COMMERCIAL DESIGN	15.0101
10-614-5 ARCHITECTURAL DRAFTING/CONSTRUCTION	48.0102
30-401-1 AIR COND REF & HEATING	47.0201
30-408-1 BRICKLAYING/MASONRY	46.0101
30-413-1 ELECTRICITY	46.0302
30-427-1 PREPARATORY PLUMBING	46.0599

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**WTCS Programs by Career Cluster
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Architecture & Construction (cont.)	CIP Code
30-443-1 BUILDING MAINTENANCE & CARE	20.0604
30-447-1 TIMBER HARVESTING EQUIPMENT OPERERATOR	03.0599
30-614-1 STRUCTURAL STEEL DETAILING	15.0101
31-401-1 REFRIG, AIR CONDITIONING & HEATING SERVICE	47.0201
31-401-2 AIR COND. AND BURNER SERVICE	47.0203
31-403-1 DRAFTING-ARCHITECTURAL	48.0102
31-408-1 BRICKLAYING AND MASONRY	46.0101
31-410-1 CARPENTRY	46.0201
31-410-2 WOOD TECHNICS	46.0499
31-410-3 BUILDING MATERIALS SPECIALIST	46.9999
31-410-4 WEATHERIZATION TECHNICS	46.9999
31-410-5 RESIDENTIAL BUILDING SYSTEMS	46.9999
31-410-6 CONSTRUCTION AND REMODELING	46.0201
31-410-7 RESIDENTIAL BUILDING CONSTRUCTION	46.0201
31-413-1 ELECTRICITY	47.0302
31-413-2 ELECTRICAL POWER DISTRIBUTION	46.0303
31-423-1 MACHINE MAINTENANCE	47.0303
31-443-1 FACILITY MAINTENANCE SERVICE	46.0401
31-443-2 FACILITIES MAINTENANCE	46.0401
31-443-3 MILITARY-BUILDING SERVICES	46.0401
31-443-4 BUILDING SERVICES	46.0401
31-475-1 BUILDING TRADES - CARPENTRY	46.0201
31-475-2 BUILDING TRADES CONSTRUCTION WORER	46.0499
32-401-1 REFRIGERATION, AIR COND & HEATING	47.0201
32-410-2 WOOD TECHNICS	46.0499
32-423-1 INDUSTRIAL MAINTENANCE	47.0303
50-401-1 ENVIRONMENTAL SERVICE	47.0201
50-401-5 HVAC SERVICE TECHNICIAN	47.0201
50-401-9 HVAC ABC	47.0201
50-407-1 BOILERMAKER APPRENTICE	46.9999
50-408-1 TECH BRICK MASONRY	46.0101
50-408-2 TILE SETTER APPRENTICE	46.0499
50-408-3 CEMENT MASON	46.0402
50-408-9 APPRENTICE MASONS (ABC)	46.0101
50-410-1 CARPENTRY (CONSTRUCTION)	46.0201
50-410-2 LATHER	46.0499
50-410-3 CARPENTRY - MILLWRIGHT	46.0201
50-410-9 CARPENTRY ABC	46.0201
50-411-1 RESILIENT FLOOR APPRENTICESHIP	46.0499
50-413-1 INDUSTRIAL ELECTRICIAN APPRENTIC	47.0199
50-413-2 ELECTRICITY (CONSTRUCTION)	46.0302
50-413-3 ELECTRICAL CONSTRUCTION (TECH)	46.0302

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**WTCS Programs by Career Cluster
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Architecture & Construction (cont.)	CIP Code
50-413-4 RESIDENTIAL WIRER APPRENTICESHIP	46.0301
50-413-5 ELECTRICAL WIREMAN	46.0302
50-413-6 ELECTRICAL LINEMAN	46.0303
50-413-7 ELECTRICAL METERMAN	46.0399
50-413-8 INDUSTRIAL ELECTRICAL (BAT)	47.0105
50-413-9 ABC ELECTRICIAN APPRENTICESHIP	46.0302
50-417-1 TECH GLAZE (GLAZIER)	46.0499
50-417-9 ABC - GLAZING APPRENTICESHIP	46.9999
50-423-1 MAINTENANCE MECHANIC/MILLWRIGHT	48.0703
50-423-2 MACHINERY MECHANIC	47.0303
50-423-3 MILLWRIGHT - PIPEFITTER	47.0303
50-423-4 ADVANCED MAINTENANCE MECHANIC	47.0303
50-423-5 ADVANCED MILLWRIGHT-ELECTRICIAN	47.0303
50-423-6 MACHINE ADJUSTER	47.0303
50-423-7 OILER/LUBRICATOR APPRENTICESHIP	47.0303
50-423-8 TEST EQUIP TECHNICIAN APPRENTICE	47.0401
50-424-1 PAINTING AND DECORATING	46.0408
50-424-2 DRYWALL FINISHER	46.0499
50-424-3 PAINTING & DECORATING/INDEPENDENT	46.0408
50-424-9 ABC PAINTERS	46.0408
50-426-1 PLASTERING APPRENTICE	46.0499
50-427-1 PLUMBING (APPLETON)	46.0503
50-427-2 PLUMBING (OSHKOSH)	46.0503
50-427-3 TECH PLUMBING	46.0503
50-427-5 PLUMBING APPRENTICESHIP	46.0505
50-427-9 PLUMBING ABC	46.0503
50-429-9 CONCRETE FINISHER (APPRENTICESHIP)	46.0402
50-430-1 HEAT & FROST INSULATOR	46.0499
50-434-1 SPRINKLER FITTER APPRENTICESHIP	46.0599
50-435-1 PIPEFITTING	46.0502
50-435-2 STEAMFITTING	46.0502
50-435-3 STEAMFITTING CONSTRUCTION	46.0502
50-435-4 STEAMFITTING SERVICE	46.0502
50-435-5 ASBESTOS WORKER APPRENTICE	46.0499
50-435-6 STEAMFITTER/IND PIPEFITTER	46.0502
50-435-7 MARITIME PIPEFITTER APPRENTICE	46.0502
50-435-9 STEAMFITTING ABC	46.0502
50-437-1 IRONWORKER APPRENTICE	48.0599
50-443-1 GLAZIER APPRENTICE	48.0406
50-446-1 ROOFER	46.0499
50-446-9 APPRENTICE ROOFING (ABC)	46.9999
50-447-1 OPERATING ENGINEER	14.9999

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Architecture & Construction (cont.)	CIP Code
50-447-9 ABC HEAVY EQUIPMENT OPERATOR	49.0202
Arts, Audio/Visual Technology & Communications	CIP Code
10-201-1 GRAPHIC DESIGN	50.0409
10-203-1 PHOTOGRAPHY	50.0406
10-204-1 PRINTING AND PUBLISHING	48.0201
10-204-2 GRAPHIC COMMUNICATION TECHNOLOGIES	48.0201
10-204-3 GRAPHIC TECHNOLOGIES--DESIGNER	50.0409
10-204-4 PACKAGE AND LABEL PRINTING TECHN	48.0201
10-206-1 VISUAL COMMUNICATION	50.0401
10-206-2 MOTION PICTURE TECHNICIAN	50.0602
10-206-3 VISUAL COMMUNICATION/COMPUTER GRAPHICS	11.0803
10-207-1 ANIMATION	10.0304
10-701-1 TELEVISION & VIDEO PRODUCTION	10.0202
10-701-2 RADIO BROADCASTING	10.0202
10-805-1 MUSIC OCCUPATIONS	50.0903
30-204-4 INDUSTRIAL SCREEN PRINTING	48.0299
30-204-5 LINOTYPE MAINTENANCE	48.0208
30-204-6 TELETYPESETTER PERFORATOR OPERATOR	48.0205
31-204-1 PRINTING	48.0201
31-204-2 INDUSTRIAL SCREEN PRINTING	48.0299
31-204-3 PRINTING AND PUBLISHING OFFSET	48.0208
31-204-4 PRESSWORK	48.0208
31-204-5 GRAPHIC COMMUNICATIONS	48.0208
31-204-6 PACKAGE AND LABEL PRINTING	48.0208
31-204-8 LITHO STRIPPER	48.0206
31-204-9 GRAPHIC TECH-ELECTRONIC PREPRESS	48.0211
50-202-2 JEWELER	47.0408
50-204-1 PRINTING APPRENTICE	48.0208
50-204-2 PRINTING APPRENT CORRESPONDENCE	48.0208
50-204-3 COMPOSITOR	48.0205
Business, Management & Administration	CIP Code
10-101-1 ACCOUNTING	52.0301
10-102-1 AVIATION MID-MANAGEMENT	49.0104
10-102-2 FINANCE	52.0801
10-102-3 BUSINESS MANAGEMENT	52.0201
10-102-4 GENERAL BUSINESS	52.0201
10-102-5 MEDICAL OFFICE MID-MANAGEMENT	51.0705
10-102-6 BANKING & FINANCIAL SERVICES	52.0803
10-102-7 HUMAN RESOURCE-BUSINESS ADMINISTRATION	52.1001
10-102-8 FINANCIAL INSTITUTIONS MANAGEMENT	52.0801

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Business, Management & Administration (cont.)	CIP Code
10-102-9 MUNICIPAL ADMINISTRATION	44.0401
10-106-1 JUDICIAL REPORTING	52.0405
10-106-2 ADMINISTRATIVE ASSISTANT - SECRETARY	52.0402
10-106-3 LEGAL SECRETARY	52.0403
10-106-4 MEDICAL ADMINISTRATIVE SPECIALIST	52.0404
10-106-5 COURT REPORTING SCOPIST	52.0499
10-106-6 ADMINISTRATIVE ASSISTANT	52.0401
10-106-7 ADMIN ASST - INFORMATION PROCESS	52.0407
10-106-8 OFFICE SYSTEMS TECHNOLOGY	52.1204
10-135-1 E-BUSINESS MANAGEMENT	52.0208
10-135-2 E-COMMERCE/WEB ADMINISTRATION	52.0208
10-135-3 E-BUSINESS TECH SPECIALIST	11.1004
10-145-1 SMALL BUSINESS MANAGEMENT	52.0703
10-160-1 HEALTH CARE BUSINESS SERVICES	51.0714
10-176-1 RECORDS AND INFO MANAGEMENT TECH	52.1206
10-185-1 QUALITY MANAGEMENT - INTERNATION	52.0299
10-185-2 QUALITY MANAGEMENT	52.0299
10-196-1 SUPERVISORY MANAGEMENT	52.0205
10-196-3 SMALL BUSINESS MANAGEMENT	52.0703
10-196-4 HUMAN RESOURCES	52.1001
10-455-1 FARM SUPPLY-MID-MANAGEMENT	52.0299
10-455-2 INDUSTRIAL SUPERVISION TECH	52.0205
10-455-3 CONSTRUCTION SUPERVISOR MANAGEMENT	52.2001
30-101-1 ACCOUNTING & OFFICE AUTOMATION	52.0408
30-101-2 COMPUTERIZED ACCOUNTING ASSISTANT	52.0302
30-102-1 SMALL BUSINESS TRAINING	52.0703
30-102-2 FINANCIAL SERVICES REPRESENTATIVE	52.0803
30-105-1 FINANCIAL CLERKING	52.0302
30-105-2 RECEPTIONIST	52.0406
30-105-3 INSURANCE CLERK	52.0803
30-105-5 FINANCIAL SERVICE AIDE	52.0803
30-106-1 OFFICE TECHNOLOGY ASSISTANT	52.0408
30-106-4 CLERK GENERAL OFFICE	52.0408
30-106-9 OFFICE AIDE	52.0408
30-145-1 SMALL BUSINESS TRAINING	52.0703
31-101-1 ACCOUNTING ASSISTANT	52.0302
31-101-2 MICROCOMPUTER ACCOUNTING ASSISTANT	52.0302
31-102-1 FINANCIAL SERVICES ASSISTANT	52.0803
31-102-2 FINANCIAL SERVICES REPRESENTATIVE	52.0803
31-105-1 FINANCIAL SERVICES ASSISTANT	52.0803
31-106-1 OFFICE ASSISTANT	52.0408
31-106-2 MEDICAL OFFICE SPECIALIST	52.0408

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Business, Management & Administration (cont.)	CIP Code
31-106-3 STENOGRAPHER	52.0401
31-106-4 LEGAL TRANSCRIPTIONIST	52.0499
31-106-5 STENOGRAPHER-MEDICAL	52.0404
31-106-6 BILINGUAL OFFICE ASSISTANT	52.0408
31-106-7 MEDICAL TRANSCRIPTION	52.0499
31-106-8 INFORMATION PROCESSING SPECIALIST	52.0408
31-106-9 BUSINESS SOFTWARE APPLICATIONS SPECIALIST	11.0301
31-145-1 SMALL BUSINESS OPERATION	52.0703
32-106-3 STENOGRAPHER	52.0401
Education & Training	CIP Code
10-522-1 PERSONNEL TECHNICIAN	52.1001
10-522-2 INSTRUCTIONAL ASSISTANT - ASSOCIATE	13.1501
30-522-1 SCHOOL AIDE-8 WEEKS	20.0299
31-522-1 MEDIA ASSISTANT	13.0501
31-522-2 INSTRUCTIONAL ASSISTANT	13.1501
Finance	CIP Code
10-114-1 FINANCIAL PLANNING	52.0804
10-115-1 MORTGAGE LENDING	52.0899
10-162-1 INSURANCE SERVICES ASSOCIATE	52.1701
Government & Public Administration	CIP Code
10-195-1 PROPERTY ASSESSMENT	52.1501
Health Sciences	CIP Code
10-507-1 DENTAL LABORATORY	51.0603
10-508-1 DENTAL HYGIENIST	51.0602
10-510-5 MEDICATION ASSISTANT	
10-512-1 SURGICAL TECHNOLOGY	51.0909
10-513-1 CLINICAL LABORATORY TECHNICIAN	51.1004
10-513-2 HISTOTECHNOLOGY	51.1099
10-514-1 OCCUPATIONAL THERAPY ASSISTANT	51.2306
10-515-1 RESPIRATORY CARE PRACTITIONER	51.0908
10-516-1 OPTICIAN/MANAGER	51.1801
10-516-2 OPTOMETRIC TECHNICIAN	51.1802
10-516-3 OPTICIANRY	51.1801
10-521-1 CARDIOVASCULAR TECHNOLOGY	51.0901
10-523-1 CHIROPRACTIC TECHNICIAN	51.0813
10-524-1 PHYSICAL THERAPIST ASSISTANT	51.0806
10-525-1 ELECTRONEURODIAGNOSTIC TECH	51.0903
10-526-1 RADIOGRAPHY	51.0907

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Health Sciences (cont.)	CIP Code
10-526-2 DIAGNOSTIC MEDICAL SONOGRAPHY	51.0910
10-526-3 RADIATION THERAPIST	51.0907
10-526-4 NUCLEAR MEDICINE TECHNOLOGIST	51.0905
10-530-1 HEALTH INFORMATION TECHNOLOGY	51.0707
10-531-1 PARAMEDIC TECHNICIAN	51.0904
10-531-2 FIRE MEDIC	51.0999
10-532-1 SPEECH LANGUAGE PATHOLOGIST ASSISTANT	51.0203
10-536-1 PHARMACY SERVICES MANAGEMENT	10.5241
10-541-1 ANESTHESIA TECHNOLOGY	51.0999
10-543-1 NURSING - ASSOCIATE DEGREE	51.1601
10-545-1 COMMU DEVEL DISABILITIES ASSOCIATE	51.2299
10-550-1 ALCOHOL & OTHER DRUG ABUSE ASSOCIATE	51.1501
30-507-1 DENTAL TECHNICIAN	51.0603
30-508-1 DENTAL ASSISTANT EQUIVALENCY	51.0601
30-508-2 DENTAL ASSISTANT (SHORT-TERM)	51.0601
30-509-2 PATIENT SERVICES WORKER	51.1699
30-509-3 OFFICE AIDE - MEDICAL/DENTAL	51.0801
30-510-2 HEALTH UNIT COORDINATOR	51.0703
30-510-3 SCHOOL HEALTH AIDE	51.1699
30-510-4 MATERNAL/CHILD HEALTH WORKER	51.2209
30-510-5 MEDICATION ASSISTANT	51.1699
30-513-1 PHLEBOTOMY TECHNICIAN	51.1009
30-530-1 HEALTH RECORD CLERK EXT CARE FAC	52.0408
30-530-2 MEDICAL CODING SPECIALIST	51.0799
30-531-1 EMS SPECIALIST - INTERMEDIATE	51.0904
30-531-2 EMERGENCY MEDICAL TECHNICIAN - PARAMEDIC	51.0904
30-531-3 EMERGENCY MEDICAL TECHNICIAN - BASIC	51.0904
30-531-4 EMT - INTERMEDIATE	51.0904
30-531-5 ADVANCD INTENSIVE CARE PARAMEDIC	51.0904
30-531-6 EMERGENCY MEDICAL TECHNICIAN - INTERMEDIATE	51.0904
30-531-7 EMT - INTERMEDIATE ADVANCED	51.0904
30-534-1 CENTRAL SERVICE TECHNICIAN	51.0899
30-536-1 PHARMACY TECHNICIAN - COMMUNITY	51.0805
30-542-1 HOMEMAKER/HOME HEALTH AIDE	51.2602
30-542-2 HOME HEALTH ASSISTANT/COMPANION	51.2602
30-543-1 NURSING ASSISTANT	51.1614
30-575-1 COMMUNITYBASED RESIDENTIAL FACLTY CA	51.1614
30-580-1 GERIATRIC ASSISTANT	51.1614
31-508-1 DENTAL ASSISTANT	51.0601
31-509-1 MEDICAL ASSISTANT	51.0801
31-510-2 HEALTH UNIT COORDINATOR	51.0703
31-512-1 SURGICAL TECHNOLOGIST	51.0909

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Health Sciences (cont.)	CIP Code
31-513-1 MEDICAL LABORATORY ASSISTANT	51.0802
31-515-1 RESPIRATORY THERAPY TECHNICIAN	51.0908
31-516-1 EYECARE TECHNICIAN	51.1899
31-516-2 OPTOMETRIC TECHNICIAN	51.1802
31-516-3 OPTICIANRY	51.1801
31-517-1 RENAL DIALYSIS TECHNICIAN	51.1011
31-523-1 CHIROPRACTIC TECHNICIAN	51.0899
31-530-1 ADVANCED MEDICAL CODING SPECIALIST	51.0799
31-531-1 EMERGENCY MEDICAL TECHNICIAN - PARAMEDIC	51.0904
31-534-1 CENTRAL SERVICE ASSISTANT	51.0899
31-536-1 PHARMACY TECHNICIAN	51.0805
31-543-1 PRACTICAL NURSING	51.1613
50-526-1 COMPUTED TOMOGRAPHY	51.0907
 Hospitality & Tourism	 CIP Code
10-109-1 HOTEL/HOSPITALITY MANAGEMENT	52.0904
10-109-2 HOTEL AND RESTAURANT MANAGEMENT	52.0901
10-109-3 RECREATION LEADERSHIP AIDE	52.1910
10-109-4 RECREATION SERVICES	31.0301
10-109-5 TRAVEL SERVICES	52.0903
10-109-6 MEETING AND EVENT MANAGEMENT	19.0604
10-109-7 CASINO MANAGEMENT	52.1499
10-303-1 DIETETIC TECHNICIAN	51.3103
10-303-5 FOOD & HOSPITALITY MANAGEMENT TECH	52.0905
10-313-1 DIETETIC TECHNICIAN	51.3103
10-316-1 CULINARY ARTS	12.0504
10-317-1 CULINARY MANAGEMENT	12.0504
10-317-2 FOOD SERVICE MANAGEMENT	20.0401
10-317-3 FOOD & HOSPITALITY MGMT TECHNICIAN	52.0905
10-318-1 FOOD SERVICE, LODGING & TOURISM	52.0999
10-511-1 CULINARY ARTS	12.0504
10-518-1 FOOD SERVICE MANAGEMENT	20.0401
30-109-2 TRAVEL AGENT	52.0903
30-302-1 SCHOOL FOOD SERVICE ASSISTANT	20.0499
30-303-1 RESTAURANT COOK ASSISTANT	12.0505
30-303-2 INSTITUTIONAL FOODS AIDE	20.0499
30-303-3 BAKING ASSISTANT	20.0501
30-303-4 QUANTITY FOOD PRODUCTION ASSISTANT	20.0499
30-303-5 FOOD SERVICE AIDE	20.0499
30-303-6 SHORT ORDER COOK ASSISTANT	12.0505
30-303-7 FOOD SERVICE	20.0499
30-303-8 FOODS/RESORT MAINT SERV AIDE	20.9999

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Hospitality & Tourism (cont.)	CIP Code
30-303-9 DIETARY MANAGER	20.0401
30-312-9 DIETARY MANAGER	20.0401
30-405-1 BAKERS ASSISTANT	20.0501
30-518-1 BUTCHER-ALL ROUND-1 SEMESTER	12.0506
30-518-2 MEAT INSPECTOR-9 WEEKS	12.0599
30-518-3 SCHOOL FOOD SERVICE ASSISTANT	20.0499
31-109-1 TOURISM INDUSTRIES SPECIALIST	52.1910
31-303-1 FOOD PRODUCTION SPECIALIST	20.0409
31-303-2 FOOD SERVICE PRODUCTION	20.0409
31-303-3 FOOD PREPARATION ASSISTANT	20.0499
31-303-4 FOOD SERVICE-BAKING	12.0501
31-303-5 RESTAURANT COOKERY	12.0503
31-303-6 BAKING PRODUCTION	12.0501
31-314-1 BAKING/PASTRY ARTS	12.0501
31-314-2 BAKING PRODUCTION	12.0501
31-518-1 QUANTITY FOOD PREPARATION	20.0409
31-518-2 BUTCHER -- ALL-AROUND	12.0506
31-518-3 FAST FOODS SERVICE OPERATIONS	12.0504
32-303-1 RESTAURANT & INSTIT. FOOD PREPARATION	20.0499
32-518-1 QUANTITY FOOD PREPARATION	20.0409
50-303-1 BAKING I	12.0501
50-314-1 RETAIL BAKING PRODUCTION	12.0501
50-316-1 RESTAURANT AND COOK	12.0503
50-316-2 COOK-CHEF APPRENTICE	12.0503
50-511-1 RESTAURANT AND COOK	12.0503
50-518-1 COOK-CHEF APPRENTICE	12.0503
50-518-2 MEATCUTTER	12.0506
Human Services	CIP Code
10-170-1 BROADCAST CAPTIONING	09.0799
10-305-3 COMMU DEVELOP DISABILITIES ASSOCIATE	51.2299
10-307-1 EARLY CHILDHOOD EDUCATION	20.0202
10-307-2 CHILD CARE ASSOCIATE	20.0202
10-309-1 ENVIRONMENTAL SERVICES MANAGEMENT	20.0605
10-310-1 CONSUMER/FAMILY MANAGER	20.0101
10-520-3 HUMAN SERVICES ASSOCIATE	51.1599
10-520-4 SCHOOL SERVICE ASSOCIATE	13.1501
10-533-1 EDUCATIONAL INTERPRETER TECHNICIAN	51.0205
10-533-2 INTERPRETER TECHNICIAN	51.0205
30-307-1 CHILD CARE	20.0202
30-307-2 FAMILY DAY CARE	20.0606
30-307-3 DAY CARE OPERATIONS	20.0203

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Human Services (cont.)	CIP Code
30-307-4 INFANT/TODDLER CARE SERVICES	20.0202
30-309-1 INSTITUTIONAL SERVICES HOSPITALITY	20.9999
30-309-4 HOMEMAKER-HOME HEALTH AIDE	51.2602
30-310-1 HOME INDUSTRIES	20.9999
30-310-2 MULTI-OCCUPATIONAL AIDE	99.9999
30-519-1 CUSTODIAL SERVICES	20.0604
30-538-1 LANGUAGE INTERPRETER FOR HEALTH	16.0103
31-307-1 CHILD CARE SERVICES	20.0202
31-307-2 INFANT AND CHILD SPECIALIST	20.0202
50-307-1 CHILD CARE DEVELOPMENT SPECIALIST	20.0203
 Information Technology	 CIP Code
10-107-5 MICROCOMPUTER APPLICATIONS ANALYST	52.1299
10-150-1 IT-NETWORK COMMUNICATIONS SPECIALIST	11.0901
10-150-2 IT-NETWORK SPECIALIST	11.0901
10-150-3 IT-NETWORK SECURITY SPECIALIST	11.1003
10-150-4 IT-INFORMATION SYSTEMS SECURITY	11.1003
10-152-1 IT-PROGRAMMER/ANALYST	52.0208
10-152-2 IT-WEB DEVELOPMENT AND DESIGN SPECIALIST	11.1004
10-152-3 IT-WEB DEVELOPER/ADMINISTRATOR	11.1004
10-152-4 IT-WEB ANALYST/PROGRAMMER	11.1004
10-152-5 IT-MICRO PROGRAMMER SPECIALIST	11.0299
10-152-6 IT-DATABASE ADMIN DEVELOPER	11.0802
10-154-2 IT-BUSINESS AND TECHNOLOGY COORDINATOR	52.1206
10-154-3 IT-COMPUTER SUPPORT SPECIALIST	11.9999
10-154-4 IT-TECHNICAL SUPPORT SPECIALIST	11.9999
10-154-5 IT-USER SUPPORT AND TRAINING SPECIALIST	11.9999
10-154-7 IT-COMPUTER SYS ADMIN SPECIALIST	11.1099
10-178-1 GEOGRAPHIC INFO SYSTEMS TECHNICIAN	45.0702
10-631-1 COMPUTER HARDWARE TECHNICIAN	47.0104
10-631-2 COMPUTER - INDUSTRIAL NETWORKING	47.0104
10-631-3 COMPUTER NETWORKING TECHNOLOGY	15.1202
30-107-1 DATA PROCESSING-KEY PUNCH	52.0407
30-107-2 DATA ENTRY	52.0407
31-103-1 OFFICE ASSISTANT	52.0408
31-103-3 BUSINESS MACHINES	52.0408
31-103-5 WORD PROCESSOR SPECIALIST	52.0408
31-107-1 DATA PROCESSING MACH OPERATION	52.0407
31-107-4 DATA ENTRY OPERATIONS	52.0407
31-107-6 COMPUTER OPERATOR	11.0301
31-150-4 IT-INFORMATION SYSTEMS SECURITY	11.1003
31-152-7 IT WEB DEVELOPER	11.0801

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Law, Public Safety & Security	CIP Code
31-154-4 IT-MICROCOMPUTER APPLICATIONS SPECIALIST	52.1299
31-154-5 IT-MICROCOMPUTER TECHNICIAN	11.0601
31-154-6 IT-MICRO APPL SOFTWARE TECH	11.9999
31-154-7 IT-HELP DESK SUPPORT SPECIALIST	11.9999
31-555-1 EMERGENCY DISPATCH	43.9999
31-631-1 PERSONAL COMPUTER TECHNICIAN	47.0104
10-110-1 PARALEGAL	22.0302
10-503-1 FIRE SCIENCE	43.0203
10-503-2 FIRE PROTECTION TECHNICIAN	43.0201
10-503-3 FIRE PROTECTION ENG. TECHNOLOGY	15.0805
10-503-4 HAZARDOUS MATERIAL HANDLING TECH	15.0599
10-504-1 CRIMINAL JUSTICE - LAW ENFORCEMENT	43.0107
10-504-2 CRIMINAL JUSTICE - CORRECTIONS	43.0199
10-504-3 SECURITY LOSS PREVENTION	43.0103
30-503-1 FIRE SERVICE TRAINING	43.0203
30-503-2 FIRE SERVICE CERTIFICATION	43.0203
30-503-3 CHIEF OFFICER	43.0202
30-503-4 FIRE OFFICER	43.0203
30-504-1 CRIMINAL JUSTICE - LAW ENFORCEMENT	43.0107
31-504-1 MILITARY - POLICE	43.0107
31-504-4 PUBLIC SAFETY TELECOMMUNICATOR	43.9999
Manufacturing	CIP Code
10-449-1 INDUSTRIAL SAFETY TECHNICIAN	15.0703
10-449-2 HAZARDOUS MATERIALS CONTROL TECH	15.0701
10-462-1 INDUSTRIAL MECHANICAL TECHNICIAN	47.0303
10-619-1 PLASTICS TECHNOLOGY	15.0607
10-620-1 ELECTRO-MECHANICAL TECHNOLOGY	15.0403
30-409-2 CABINETMAKING/MILLWORK	48.0703
30-415-3 MACHINE MOLDER & MACH COREMAKER	48.0599
30-415-4 LOOSE MOLDER	48.0599
30-419-1 FLUID POWER MAINTENANCE	47.0399
30-420-1 MACHINE OPERATION	48.0503
30-420-7 AUTOMATIC BAR-CHUCK MACHINE OPERATOR	48.0503
30-420-8 PRODUCTION MACHINE OPERATION	48.0503
30-420-9 PLASTIC INJECTION MACHINE SETUP	48.9999
30-421-1 MECHANICAL SCHEMATICS	48.0105
30-428-1 POWER ENGR. & BOILER OPERATOR	47.9999
30-442-1 PRODUCTION WELDING	48.0508
30-442-2 WELDING/MAINT. & FABRICATION	48.0508
30-442-3 WELD INSPECTION	48.0599
30-442-9 WELDING SEMI-AUTOMATIC-WIRE	48.0508

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Manufacturing (cont.)	CIP Code
30-444-1 NUMERICAL CONTROL MACH OPERATOR	48.0503
30-460-1 MACHINE AND TOOL REPAIR	47.0303
30-462-1 WELDER EQUIP MAINTENANCE REPAIR	48.0508
30-469-1 PETROLEUM DISTRIBUTION SERVICES	49.0299
31-409-1 ARCHITECTURAL WOODWRKG/CABINETMAKING	48.0703
31-409-2 CABINETMAKING AND MILLWORK	48.0703
31-409-3 WOOD MANUFACTURING TECHNOLOGY	48.0703
31-415-1 METAL CASTING	48.0599
31-419-1 FLUID POWER MAINTENANCE	15.1103
31-420-1 MACHINE TOOL OPERATION	48.0503
31-420-2 AUTOMATIC SCREW MACHINE	48.0503
31-420-3 PRECISION & MATERIALS INSPECTION	15.0702
31-420-4 MACHINE TOOL OPERATOR (DOC)	48.0503
31-420-5 MACHINE TOOL TECHNICIS	48.0503
31-420-6 MACHINE REPAIR IS NOW 314603	47.0303
31-421-1 COMPUTER DRAFTING - MECHANICAL	48.0105
31-421-2 MECHANICAL & COMPUTER DRAFTING	48.0105
31-432-2 SHEET METAL	48.0506
31-442-1 WELDING	48.0508
31-442-2 FABRICATION WELDING	48.0508
31-444-1 COMPU NUM CONT MACH OP/PROGRAMMR	48.0503
31-444-2 CNC PRODUCTION TECHNICIAN	48.0501
31-454-1 PACKAGING MACHINERY SERVICEMAN	47.0303
31-456-1 LABORATORY OPTICIAN	51.1006
31-457-1 METAL FABRICATION/WELDING	48.0508
31-460-1 DAIRY PROCESSING EQUIPMENT MECHANIC	01.0204
31-460-3 MACHINE MAINTENANCE & HYDRAULIC	47.0303
31-462-1 INDUSTRIAL TRUCK MECHANIC	47.0399
31-462-2 INDUSTRIAL MECHANIC	47.0303
31-462-4 MATERIAL HNDLG EQ-ROBOTICS REPAR	47.0303
31-463-1 INDUSTRIAL MECHANIC	47.0303
31-463-2 INDUSTRIAL PLASTIC MACHINE OPER	48.9999
31-469-1 MILITARY-PETROLEUM CHEMICAL SERVICE	46.9999
31-469-2 GAS UTILITY CONSTRUCTION &SERVICE	47.9999
31-470-1 PRECISION INSPECTION TECHNICIAN	15.0702
31-472-1 INDUSTRIAL VEHICLE TECHNICIAN	47.0399
31-619-1 PLASTICS MANUFACTURING	48.9999
32-204-1 PRINTING	48.0201
32-419-1 FLUID POWER MAINTENANCE TECHNICIAN	15.1103
32-420-1 MACHINE TOOL TECHNICIAN	48.0503
32-420-5 MACHINE TOOLING TECHNICIS	48.0503
32-439-1 TOOL AND DIE MAKING	48.0507

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Manufacturing (cont.)	CIP Code
32-444-1 CNC TECHNICIAN	48.0503
32-444-2 MACHINING TECHNICIAN	48.0503
32-454-1 AUTOMATED PACKAGING SYSTEMS TECH	47.0303
32-462-1 INDUSTRIAL MAINTENANCE TECHNICIAL	47.0303
50-409-1 CABINETMAKING	48.0703
50-415-1 FOUNDRY APPRENTICE	48.0502
50-415-2 FOUNDRY/PATTERNMAKER	48.0599
50-419-1 HYDRAULIC MAINTENANCE APPRENTICE	15.1103
50-420-1 INJECTION MOLD SET-UP (PLASTIC)	48.9999
50-420-2 MACHINIST APPRENTICESHIP	48.0501
50-420-3 INSPECTOR APPRENTICESHIP	15.0702
50-420-4 TOOLROOM MACHINIST APPRENTICE	48.0599
50-420-5 AUTOMATIC SCREW MACHINE OPERATOR	48.0503
50-420-6 MACHINE REPAIR	47.0303
50-420-7 ISOLATED MACHINIST APPRENTICESHP	48.0501
50-420-8 TOOL & CUTTER GRINDER APPRENTICE	48.0503
50-421-1 DRAFTER APPRENTICESHIP	48.0101
50-422-1 HEAT TREATER APPRENTICESHIP	48.0599
50-425-1 PATTERNMAKING	48.0501
50-428-1 POWER ENGINEERING APPRENTICESHIP	47.9999
50-432-1 SHEET METAL CONSTRUCTION	46.0499
50-432-2 SHEET METAL - INDUSTRIAL	48.0506
50-432-3 ENVIRONMENTAL SERVICE TECHNICIAN	47.0201
50-432-9 ABC SHEET METAL APPRENTICESHIP	48.0506
50-439-1 TOOL MAKER APPRENTICESHIP	48.0507
50-439-2 TOOL DESIGN APPRENTICESHIP	48.0507
50-439-3 TOOL & DIE	48.0507
50-439-4 EDM APPRENTICESHIP	48.0507
50-442-1 WELDING APPRENTICE	48.0508
50-457-1 METAL FABRICATOR	48.0501
50-457-2 METAL FABRICATION	48.0501
50-462-2 MACHINE ERRECTOR APPRENTICESHIP	47.0303
50-472-1 INDUSTRIAL MOBILE EQUIP MECHANIC	47.0302
50-472-2 INDUSTRIAL TRUCK MECHANIC	47.0399
50-472-3 JITNEY MECHANIC (BAT)	47.0699
50-472-4 MOBILE EQUIPMENT MECHANIC	47.0302
50-605-1 INSTRUMENTATION APPRENTICESHIP	15.0404
50-623-1 INDUSTRIAL ENGINEER APPRENTICE	15.0612
50-623-3 MANUFACTURING ENGINEERING APPRENTICE	15.0613

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Marketing, Sales & Service	CIP Code
10-104-1 BUSINESS ADMINISTRATION CREDIT	52.0809
10-104-2 INSURANCE SERVICES ASSOCIATE	52.1701
10-104-3 MARKETING	52.1401
10-104-4 FASHION MARKETING	52.1904
10-104-5 FOOD MARKETING	52.1909
10-104-6 MARKETING--BUSINESS-TO-BUSINESS	52.1899
10-104-7 RETAIL MANAGEMENT	52.1803
10-104-8 MARKETING - CONSUMER	52.1899
10-104-9 TRANSPORTATION LOGISTICS	52.0209
10-111-1 MARKETING-COMMUNICATIONS	52.1999
10-111-2 LIFE INSURANCE UNDERWRITER	52.1701
10-111-3 PUBLIC RELATIONS ASSOCIATE	09.0902
10-111-4 INTERNATIONAL TRADE ASSOCIATE	52.1403
10-111-5 SMALL BUSINESS MANAGEMENT	52.0703
10-111-6 GRAPHIC COMMUNICATIONS - ELECTRONICS	10.0303
10-111-7 MARKETING & GRAPHIC COMMUNICATION	10.0303
10-111-8 BROADCAST - ADVERTISING SALES	52.1999
10-138-1 GLOBAL BUSINESS SPECIALIST	52.1403
10-194-1 REAL ESTATE	52.1501
10-194-2 MATERIALS MANAGEMENT	52.0203
10-194-3 PROPERTY APPRAISAL/ASSESSMENT	12.1501
10-194-5 PROPERTY MANAGEMENT ASSOCIATE	52.1501
10-301-1 CLOTHING DESIGN & SALES	20.0301
10-304-1 INTERIOR DESIGN	50.0408
10-451-1 TELECOMMUNICATION TECHNOLOGIES	47.0103
10-528-1 FUNERAL SERVICE	12.0301
30-104-1 RETAIL STORE TRAINING	52.1803
30-104-2 CASHIER	52.1899
30-104-3 SERVICE MARKETING	52.1909
30-104-4 TELEMARKETING REPRESENTATIVE	52.1804
30-104-5 SMALL BUSINESS TRAINING	52.0703
30-301-1 INDUSTRIAL SEWING TECHNIQS	20.0303
30-301-2 APPAREL & TEXTILE SERVICES	20.0301
30-301-3 SEWING FOR PROFIT	20.0303
30-301-4 INDUSTRIAL SEWING OPERATOR TRAINING	20.0303
30-304-1 HOME MANAGEMENT ASSISTANT	20.0601
30-304-3 FLORAL ART AND DESIGN	52.1909
30-414-1 COMMUNICATION EQUIPMENT SERVICE	47.0103
30-461-2 SMALL ENGINE SERVICING	47.0606
30-502-1 BARBERING/COSMETOLOGY SPECIALIST	12.0499
30-502-2 ESTHETICIAN	12.0499
30-537-1 THERAPEUTIC MASSAGE	51.3501

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Marketing, Sales & Service (cont.)	CIP Code
31-104-1 SMALL BUSINESS OPERATION	52.0703
31-104-2 FASHION RETAILING	52.1904
31-104-3 RETAIL SALES	52.1803
31-104-5 GENERAL SALES-HOTEL-MOTEL	52.1910
31-104-6 MERCHANDISING/SALES	52.1803
31-104-7 CUSTOMER INFORMATION SPECIALIST	52.0411
31-111-3 ADVERTISING SALES	52.1909
31-301-2 ALTERATIONS & SPECIALTY SEWING	20.0305
31-301-3 ALTERATIONIST	20.0305
31-301-4 OCCUPATIONAL SEWING	20.0303
31-304-2 INTERIOR DESIGN ASSISTANT	20.0501
31-304-3 INTERIOR DESIGN - RESIDENTIAL	20.0501
31-414-1 ELECTRONIC SERVICING	47.0103
31-414-3 ELECTRONIC EQUIPMENT SERVICING	47.0103
31-414-4 COMMUNITY ANTENNA TV INSTALLATN	47.0103
31-414-5 CABLE TELEVISION SYSTEM SERVICE	47.0103
31-414-6 INDUSTRIAL ELECTRONICS MAINTENANCE	47.0105
31-433-1 SHOE SERVICING	48.0304
31-440-1 UPHOLSTERY	48.0303
31-441-1 JEWELRY REPAIR & FABRICATION	47.0408
31-445-1 APPLIANCE TECHNICIAN	47.0106
31-445-3 VENDING EQUIP MAINTENANCE/REPAIR	47.0199
31-450-1 COMPUTER SERVICE TECHNICIAN	47.0104
31-450-2 BUSINESS EQUIPMENT TECHNICIAN	47.0102
31-451-1 TELECOMMUNICATION TECHNICIAN	47.0103
31-451-2 CABLE TELEVISION SYSTEM SERVICE	47.0103
31-453-1 MOTORCYCLE MARINE & LAWN EQ MECHANIC	47.0606
31-461-1 MARINE & OUTDOOR POWER PROD TECH	47.0606
31-461-2 MOTORCYCLE, MARINE & OUTDOOR POWER	47.0606
31-461-3 OUTDOOR POWER EQUIP TECHNICIAN	47.0606
31-501-1 BARBERING	12.0402
31-502-1 BARBER/COSMETOLOGIST	12.0499
31-502-2 ESTHETICIAN	12.0409
32-301-1 TAILOR	20.0305
32-301-2 ALTERATIONS & SPECIALTY SEWING	20.0305
32-414-1 ELECTRONIC SERVICING TECHNICIAN	47.0103
32-414-2 ELECTRONICS-AIRCRAFT	47.0609
32-414-3 CABLE TELEVISION SYSTEM SERVICE	47.0103
32-441-1 HOROLOGY (WATCH MAKING)	47.0408
32-450-1 COMPUTER NETWORKING TECHNICIAN	47.0104
32-461-1 MARINE REPAIR TECHNICIAN	49.0306
32-471-1 HOROLOGY (WATCH MAKING)	47.0408

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Marketing, Sales & Service (cont.)	CIP Code
32-502-1 SALON SERVICES-HAIR & NAIL DESIGN	12.0499
50-414-1 INSTRUMENT	15.0404
50-414-2 ELECTRICAL AND INSTRUMENTATION	47.0499
50-414-3 ELECTRONIC ELECTRICIAN RELATED	15.0303
50-418-1 MEAT CUTTER	12.0506
50-418-5 MEAT CUTTER (CORRESPONDENCE)	12.0506
50-440-1 UPHOLSTERY	48.0303
50-445-1 APPLIANCE SERVICE	47.0106
50-445-2 COIN MACHINE REPAIR APPRENTICE	47.0199
50-445-3 APPLIANCE RPR SVCMAN - CORRESP	47.0106
50-451-1 TELEPHONE TECHNICIAN	47.0103
50-451-2 TELECOMMUNICATIONS VDV INSTALLER	47.0103
50-451-9 DATA COMMUNICATIONS INSTALLER	47.0103
50-501-1 BARBERING	12.0402
50-501-2 BARBER APPRENTICESHIP (GRADUATE)	12.0402
50-501-3 BARBER APP (NON-GRADUATE)	12.0402
50-502-1 BARBER/COSMETOLOGIST	12.0499
50-502-2 BARBER/COSMETOLOGIST (ADV/REG)	12.0407
50-502-3 BARBER/COSMETOLOGIST ADVANCED	12.0499
Science, Technology, Engineering & Mathematics	CIP Code
10-506-1 ENVIRONMENTAL & POLLUTION CONTROL	15.0506
10-506-2 WATER AND WASTEWATER	15.0506
10-506-3 LABORATORY TECHNICIAN	41.0101
10-527-1 MUNICIPAL ENGINEERING TECHNICIAN	15.9999
10-527-2 WATER QUALITY TECHNICIAN	15.0506
10-529-1 ENVIRONMENTAL HAZARDOUS MATERIAL	15.0599
10-601-1 AIR COND, HTG & REFRIG TECHNOLOG	15.0501
10-602-1 AUTOMOTIVE LABORATORY TECHNOLOGY	15.0805
10-602-2 ENGINE TECHNOLOGY	15.0803
10-602-3 AUTOMOTIVE TECHNOLOGY	47.0604
10-603-1 CHEMICAL TECHNICIAN	41.0301
10-603-2 PULP & PAPER TECHNOLOGY	03.0509
10-603-3 PAPER AND CHEMICAL TECHNOLOGY	03.0509
10-604-1 COMBUSTION ENGINE	15.0803
10-605-1 ELECTRONICS	15.0303
10-605-2 ELECTRONICS-COMMUNICATIONS	15.0303
10-605-3 ELECTRONICS - COMPUTER	15.1202
10-605-4 INSTRUMENTATION	15.0404
10-605-5 ELECTRICAL POWER ENG. TECHNICIAN	15.0303
10-605-6 BIO-MEDICAL ELECTRONICS	15.0401
10-605-7 ELECTRONIC ENGINEERING TECHNOLOGY	15.0303

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Science, Technology, Engineering & Mathematics (cont.)	CIP Code
10-605-8 NETWORK TELECOMMUNICATIONS TECHN	15.0305
10-605-9 ELECTRICAL/ELECTRONIC DRAFT/DESIGN	48.0104
10-606-1 MECHANICAL DESIGN TECHNOLOGY	15.1306
10-606-4 FACILITY SYSTEMS TECHNICIAN	46.0401
10-608-2 TECHNICAL ENGINEERING-ELECTRICAL	15.0303
10-608-3 TECHNICAL ENGINEERING-INDUSTRIAL	15.0612
10-608-4 TECHNICAL ENGINEERING-MECHANICAL	15.0805
10-608-5 TECHNICAL ENGINEERING-TOOLING	48.0507
10-609-1 ELECTRONIC DESIGN TECHNICIAN	15.0303
10-612-1 FLUID POWER	15.1103
10-613-1 MATERIALS TECHNOLOGY	14.1801
10-616-1 PHOTO ELECTRONICS TECHNOLOGY	15.0404
10-617-1 TOOL & DIE DESIGNER	15.0899
10-621-1 INDUSTRIAL WELDING TECHNICIAN	48.0508
10-622-2 LASER TECHNICIAN	15.0304
10-623-1 INDUSTRIAL ENGINEERING TECHNICIA	15.0612
10-623-2 QUALITY ASSURANCE TECHNICIAN	15.0702
10-623-3 MANUFACTURING ENGINEERING TECHNICIAN	15.0613
10-623-4 MANUFACTURING LABORATORY TECHNICIAN	41.9999
10-623-6 MATERIALS PLANNING & CONTROL TECH	52.0205
10-623-7 APPLIED ENGINEERING TECHNOLOGY	15.0613
10-623-8 ENGINEERING TECHNOLOGIST	15.0612
10-624-1 HEALTH PHYSICS TECHNICIAN	41.0205
10-628-1 COMPUTERIZED MACHINING TECHNICIA	15.0613
10-628-2 COMPUTER INTEGRATED MANUFACTURING	15.0699
10-628-3 AUTOMATED MFG SYSTEMS TECHNICIA	15.0613
10-628-4 COMPUTER AIDED MANUFACTURING TECH	15.0699
10-629-1 INDUSTRIAL COATINGS TECHNICIAN	15.0699
10-630-1 COMPOSITE ENGINEERING TECHNICIAN	15.0699
10-635-1 NANOSCIENCE TECHNOLOGY	41.9999
10-636-1 ELECTRON MICROSCOPY	15.9999
10-662-1 ELECTRICAL ENGINEERING TECHNOLOGY	15.0303
10-663-1 COMPUTER CONTROL ENGINEERING TECH	15.0499
10-663-2 COMPUTER ENGINEERING TECHNOLOGY	15.1201
10-664-1 AUTOMATION SYSTEMS TECHNOLOGY	15.0499
10-699-1 TECHNICAL COMMUNICATIONS	23.1101
Transportation, Distribution & Logistics	CIP Code
10-182-1 SUPPLY CHAIN MANAGEMENT	52.0203
10-182-2 LOGISTICS	52.0203
10-402-1 AERONAUTICS-PILOT TRAINING	49.0102
10-402-2 AIRCRAFT ELECTRONICS	47.0609

**Appendix A
(continued)**

**WTCS Programs by Career Cluster
February, 2007
DRAFT**

Transportation, Distribution & Logistics (cont.)	CIP Code
10-405-1 AUTO COLLISION REPAIR AND REFINISH TECHNOLOGY	47.0603
10-405-2 AUTO BODY SERVICE TECHNICIAN	47.0603
10-412-1 DIESEL EQUIPMENT TECHNOLOGY	47.0302
30-404-3 AUTO BODY COLLISION REPAIR	47.0603
30-404-4 ADVANCED AUTO BODY REPAIR	47.0603
30-404-5 AUTOMOTIVE DETAILING	47.0699
30-404-8 AUTOMOTIVE SPECIALTIES	47.0699
30-404-9 PARTS CLERK	52.0409
30-405-2 ADVANCED AUTO BODY REPAIR	47.0603
30-458-1 TRUCK DRIVING	49.0205
30-458-2 DUMP TRUCK DRIVING	49.0299
30-459-1 TRUCK DRIVING (LIGHT)	49.0205
30-466-1 MOTORCYCLE SERVICING	47.0611
31-402-2 AIRFRAME MECHANIC	47.0607
31-402-3 POWER PLANT MECHANIC	47.0608
31-404-1 AUTO BODY & PAINT TECHNICIAN	47.0603
31-404-2 AUTOMOTIVE SERVICING MECHANIC	47.0604
31-404-3 AUTOMOTIVE MAINTENANCE TECHNICIAN	47.0604
31-404-4 ENGINE MACHINING TECHNICIAN	47.0615
31-404-6 AUTO DETAILING & MINOR AUTO BODY	47.0699
31-404-7 UPHOLSTERY AND AUTO TRIM	47.0699
31-404-9 PARTS & INVENTORY CONTROL SPECIALIST	47.0409
31-405-1 AUTO COLLISION REPAIR & REFINISH	47.0603
31-412-1 DIESEL EQUIPMENT MECHANIC	47.0302
31-412-2 DIESEL EQUIPMENT SERVICING	47.0605
31-412-3 DIESEL & POWER TRAIN SERVICING	47.0605
31-412-4 INDUSTRIAL/DIESEL MECHANIC	47.0303
31-412-5 TRUCK MECHANIC	47.0613
31-412-6 LOG/MIN/DIESEL EQUIP MAINTANCE & REPAIR	47.0302
31-448-1 MARITIME CONSTRUCTION	46.9999
31-448-2 DRAFTING-MARINE	48.0199
31-458-1 MILITARY-MOTOR TRANSPORT	47.0302
32-402-1 AIRFRAME & POWERPLANT MECHANICS	47.0699
32-404-1 ADVANCED AUTO BODY & PAINT TECHNICIAN	47.0603
32-404-2 AUTOMOTIVE TECHNICIAN	47.0604
32-404-3 ENGINE MACHINING TECHNICIAN	47.0699
32-405-1 AUTO COLLISION REPAIR AND REFINISHING	47.0603
32-412-1 DIESEL & HEAVY EQUIPMENT TECH	47.0302
50-404-1 AUTO BODY REPAIR	47.0603
50-404-2 AUTOMOTIVE MECHANIC APPRENTICE	47.0604
50-404-3 INDUSTRIAL TRUCK APPRENTICESHIP	47.0399
50-405-1 AUTO BODY REPAIR	47.0603

**Appendix A
(continued)**

**WTCS Programs by Career Cluster
February, 2007
DRAFT**

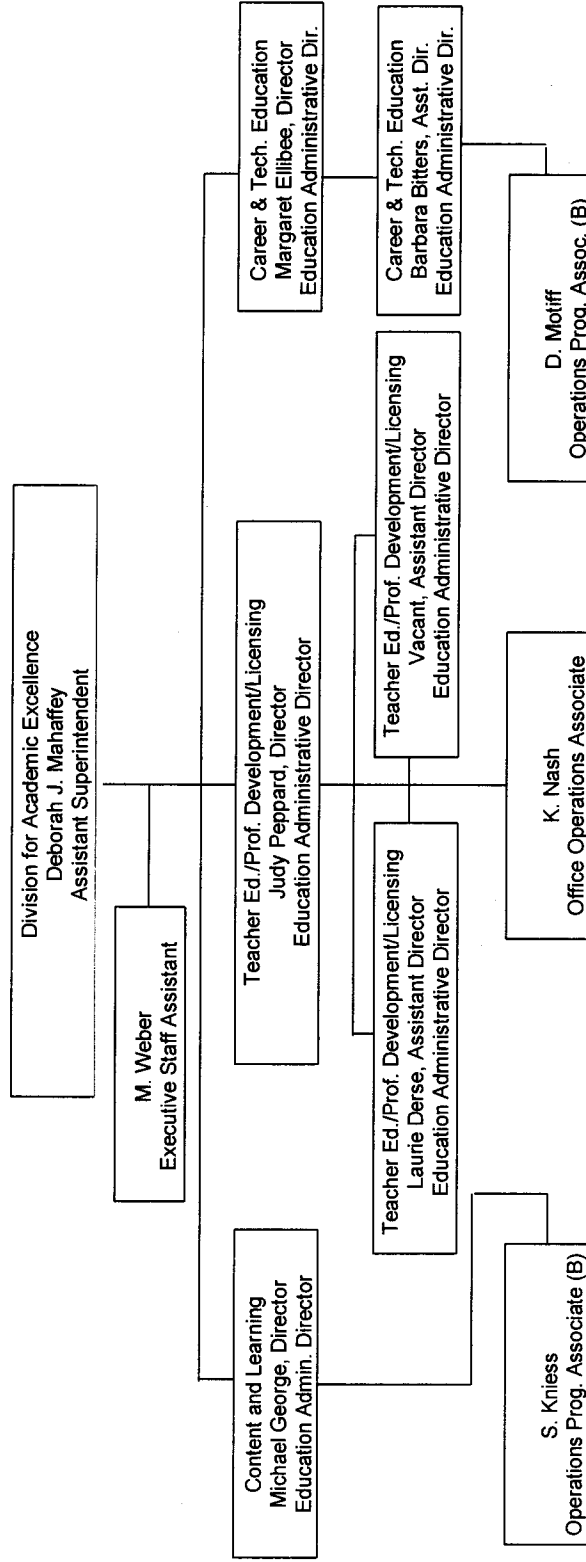
Transportation, Distribution & Logistics (cont.)	CIP Code
50-412-1 GARAGE MECHANIC APPRENTICESHIP	47.0604
50-412-2 TRUCK & TRAILER MECHANIC	47.0699
50-458-1 TRUCK DRIVING - APPRENTICESHIP	49.0205
Not Otherwise Assigned	CIP Code
10-499-1 TECHNICAL STUDIES-APPRENTICESHIP	15.9999
10-499-5 TECHNICAL STUDIES-JOURNEYWORKER	30.9999
10-825-1 INDIVIDUALIZED TECHNICAL STUDIES	30.9999
20-800-1 COLLEGIATE TRANSFER	24.0101
30-850-3 ADULT LEARNING	32.0101

APPENDIX B

Organization Charts

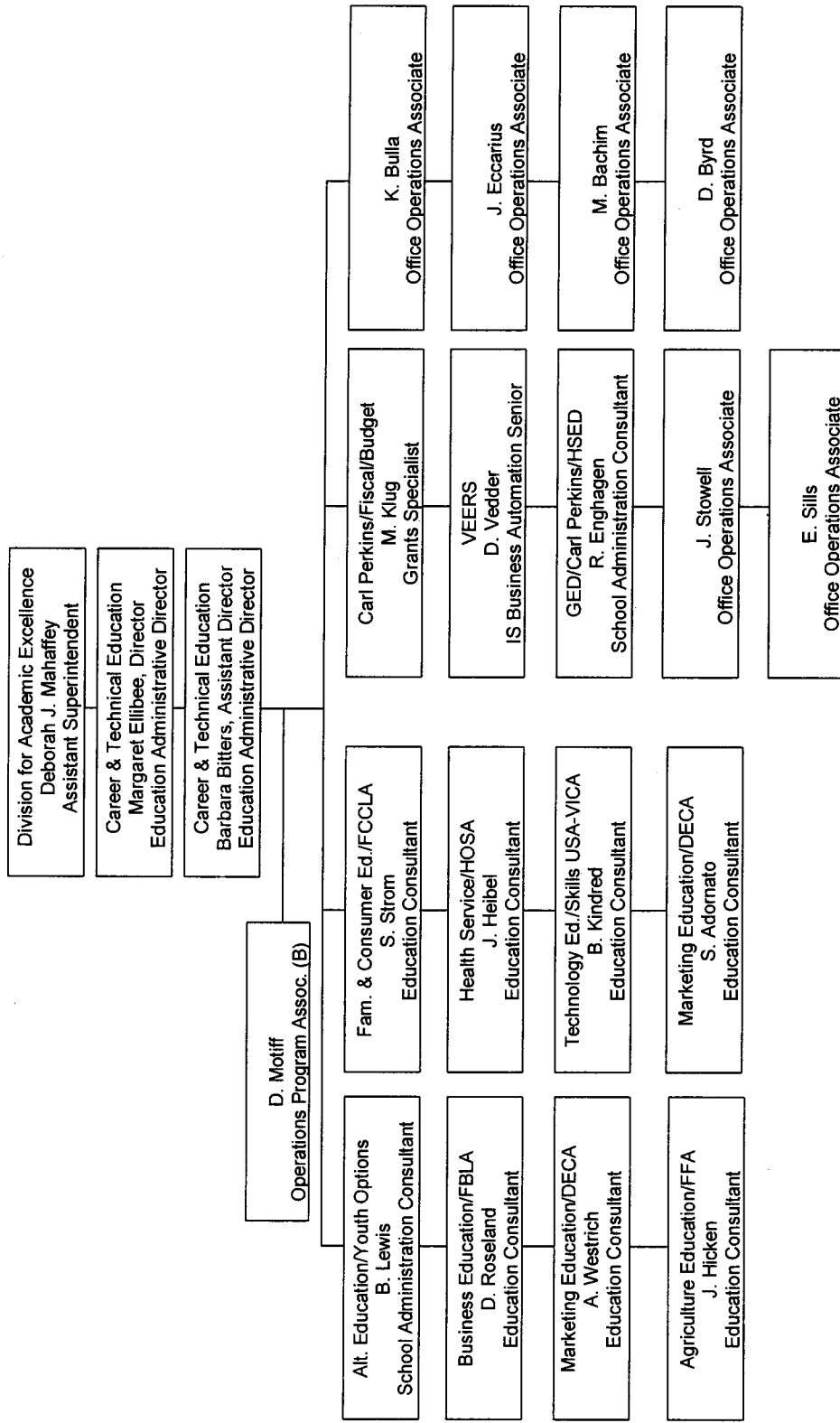


**Wisconsin Department of Public Instruction
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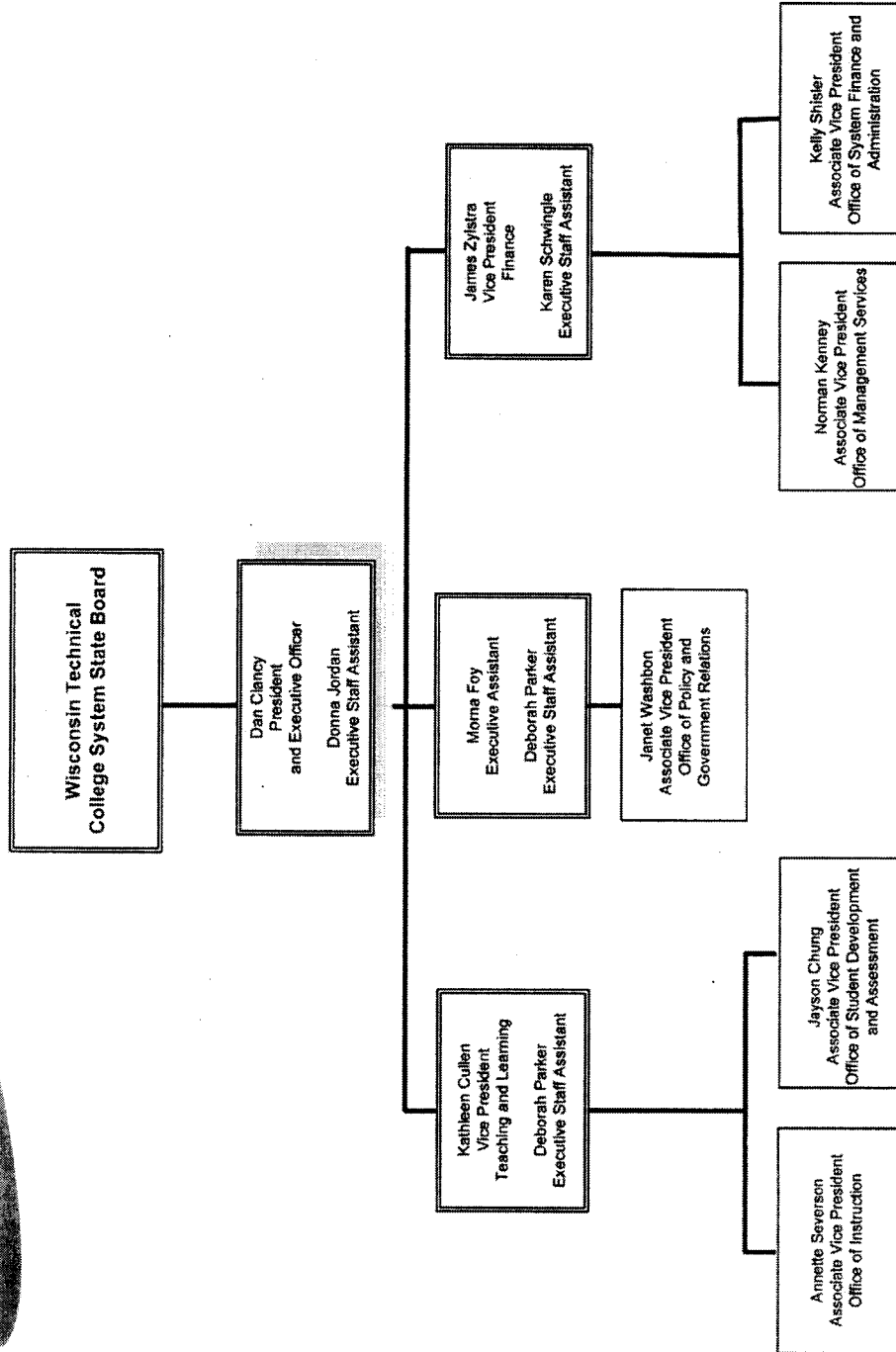




Wisconsin Department of Public Instruction Career and Technical Education Team



Executive Team



Appendix C
2007-08 Planning Allocations
for Carl Perkins Formula Allocation Grants for Secondary Recipients

A.) Enrollment figures are based on September 2006 membership figure
B.) Poverty figures are based on Title I 2005-06 Final
C.) Allocation is based on FY 08 grant estimate

		(A)		(B)		2007-08
Dist #	Public School District	Public School Enrollment 06	ENROL \$	Poverty counts	TITLE I \$	Planning \$
0007	Abbotsford Sch Dist	645	1,874	55	2,535	4,409
0014	Adams-Friendship Area Sch Dist	1,959	5,692	377	17,376	23,068
0063	Albany Sch Dist	437	1,270	7	323	1,592
0070	Algoma Sch Dist	629	1,828	90	4,148	5,976
0091	Alma Center Sch Dist	621	1,804	84	3,872	5,676
0084	Alma Sch Dist	308	895	64	2,950	3,845
0105	Almond-Bancroft Sch Dist	476	1,383	61	2,812	4,195
0112	Altoona Sch Dist	1,450	4,213	121	5,577	9,790
0119	Amery Sch Dist	1,782	5,178	173	7,974	13,151
0140	Antigo Sch Dist	2,668	7,752	505	23,276	31,028
0147	Appleton Area Sch Dist	15,251	44,312	1,655	76,281	120,593
0154	Arcadia Sch Dist	987	2,868	104	4,793	7,661
0161	Argyle Sch Dist	349	1,014	51	2,351	3,365
2450	Arrowhead UHS Sch Dist	6,899	20,045	300	13,827	33,873
0170	Ashland Sch Dist	2,207	6,412	390	17,976	24,388
0182	Ashwaubenon Sch Dist	2,992	8,693	199	9,172	17,865
0196	Athens Sch Dist	538	1,563	77	3,549	5,112
0203	Auburndale Sch Dist	883	2,566	93	4,286	6,852
0217	Augusta Sch Dist	602	1,749	339	15,625	17,374
0231	Baldwin-Woodville Area Sch Dis	1,499	4,355	64	2,950	7,305
0245	Bangor Sch Dist	610	1,772	66	3,042	4,814
0280	Baraboo Sch Dist	3,040	8,833	220	10,140	18,973
0287	Barneveld Sch Dist	435	1,264	44	2,028	3,292
0308	Barron Area Sch Dist	1,300	3,777	181	8,343	12,120
0315	Bayfield Sch Dist	419	1,217	99	4,563	5,780
0336	Beaver Dam Sch Dist	3,327	9,667	371	17,100	26,766
4263	Beecher-Dunbar-Pembine Sch Dis	282	819	47	2,166	2,986
0350	Belleville Sch Dist	928	2,696	45	2,074	4,770
0364	Belmont Community Sch Dist	339	985	30	1,383	2,368
0413	Beloit Sch Dist	7,112	20,664	1,584	73,008	93,673
0422	Beloit Turner Sch Dist	1,303	3,786	246	11,338	15,124
0427	Benton Sch Dist	263	764	30	1,383	2,147
0434	Berlin Area Sch Dist	1,688	4,905	146	6,729	11,634
6013	Big Foot UHS Sch Dist	1,871	5,436	157	7,236	12,673

0441	Birchwood Sch Dist	313	909	29	1,337	2,246
2240	Black Hawk Sch Dist	477	1,386	43	1,982	3,368
0476	Black River Falls Sch Dist	1,819	5,285	186	8,573	13,858
0485	Blair-Taylor Sch Dist	706	2,051	152	7,006	9,057
0497	Bloomer Sch Dist	1,108	3,219	96	4,425	7,644
0602	Bonduel Sch Dist	880	2,557	133	6,130	8,687
0609	Boscobel Area Sch Dist	925	2,688	103	4,747	7,435
0623	Bowler Sch Dist	421	1,223	123	5,669	6,892
0637	Boyceville Community Sch Dist	852	2,476	91	4,194	6,670
0658	Brillion Sch Dist	878	2,551	31	1,429	3,980
0700	Brodhead Sch Dist	1,209	3,513	168	7,743	11,256
0721	Brown Deer Sch Dist	1,815	5,274	95	4,379	9,652
0735	Bruce Sch Dist	581	1,688	94	4,333	6,021
0777	Burlington Area Sch Dist	3,591	10,434	182	8,389	18,822
0840	Butternut Sch Dist	183	532	25	1,152	1,684
0870	Cadott Community Sch Dist	894	2,598	113	5,208	7,806
0882	Cambria-Friesland Sch Dist	440	1,278	76	3,503	4,781
0896	Cambridge Sch Dist	939	2,728	67	3,088	5,816
0903	Cameron Sch Dist	845	2,455	117	5,393	7,848
0910	Campbellsport Sch Dist	1,469	4,268	86	3,964	8,232
0980	Cashton Sch Dist	517	1,502	269	12,399	13,901
0994	Cassville Sch Dist	275	799	91	4,194	4,993
1029	Cedar Grove-Belgium Area Sch D	1,066	3,097	23	1,060	4,157
1015	Cedarburg Sch Dist	3,102	9,013	138	6,361	15,374
5054	Central/Westosha UHS Sch Dist	3,638	10,570	200	9,200	19,770
1078	Chetek Sch Dist	976	2,836	137	6,314	9,150
1085	Chilton Sch Dist	1,251	3,635	175	8,066	11,701
1092	Chippewa Falls Area Sch Dist	4,956	14,400	606	27,931	42,331
1120	Clayton Sch Dist	426	1,238	87	4,010	5,248
1127	Clear Lake Sch Dist	665	1,932	83	3,826	5,758
1134	Clinton Community Sch Dist	1,250	3,632	112	5,162	8,794
1141	Clintonville Sch Dist	1,616	4,695	198	9,126	13,821
1155	Cochrane-Fountain City Sch Dis	694	2,016	34	1,567	3,584
1162	Colby Sch Dist	1,012	2,940	228	10,509	13,449
1169	Coleman Sch Dist	763	2,217	102	4,701	6,918
1176	Colfax Sch Dist	866	2,516	71	3,272	5,789
1183	Columbus Sch Dist	1,114	3,237	102	4,701	7,938
1204	Cornell Sch Dist	499	1,450	65	2,996	4,446
1218	Crandon Sch Dist	919	2,670	193	8,896	11,566
1232	Crivitz Sch Dist	753	2,188	137	6,314	8,502
1246	Cuba City Sch Dist	639	1,857	92	4,240	6,097
1253	Cudahy Sch Dist	2,768	8,042	275	12,675	20,718
1260	Cumberland Sch Dist	1,136	3,301	144	6,637	9,938
4970	D C Everest Area Sch Dist	5,609	16,297	292	13,459	29,756
1295	Darlington Community Sch Dist	804	2,336	120	5,531	7,867
1316	De Forest Area Sch Dist	3,251	9,446	81	3,733	13,179
1414	De Pere Sch Dist	3,584	10,413	121	5,577	15,990

1421	De Soto Area Sch Dist	583	1,694	86	3,964	5,658
1309	Deerfield Community Sch Dist	750	2,179	11	507	2,686
1380	Delavan-Darien Sch Dist	2,670	7,758	407	18,759	26,517
1407	Denmark Sch Dist	1,600	4,649	171	7,882	12,530
2744	Dodgeand Sch Dist	805	2,339	89	4,102	6,441
1428	Dodgeville Sch Dist	1,332	3,870	120	5,531	9,401
1491	Drummond Area Sch Dist	514	1,493	109	5,024	6,517
1499	Durand Sch Dist	1,103	3,205	174	8,020	11,225
1540	East Troy Community Sch Dist	1,689	4,907	80	3,687	8,595
1554	Eau Claire Area Sch Dist	10,701	31,092	1,154	53,189	84,281
1561	Edgar Sch Dist	654	1,900	77	3,549	5,449
1568	Edgerton Sch Dist	1,885	5,477	173	7,974	13,451
1582	Elcho Sch Dist	377	1,095	40	1,844	2,939
1600	Eleva-Strum Sch Dist	655	1,903	51	2,351	4,254
1645	Elk Mound Area Sch Dist	1,005	2,920	42	1,936	4,856
1631	Elkhart Lake-Glenbeulah Sch Di	523	1,520	6	277	1,796
1638	Elkhorn Area Sch Dist	2,901	8,429	375	17,284	25,713
1659	Ellsworth Community Sch Dist	1,670	4,852	108	4,978	9,830
0714	Elmbrook Sch Dist	7,683	22,323	424	19,543	41,866
1666	Elmwood Sch Dist	370	1,075	65	2,996	4,071
1694	Evansville Community Sch Dist	1,825	5,303	47	2,166	7,469
1729	Fall Creek Sch Dist	893	2,595	80	3,687	6,282
1736	Fall River Sch Dist	483	1,403	81	3,733	5,137
1813	Fennimore Sch Dist	790	2,295	141	6,499	8,794
5757	Flambeau Sch Dist	671	1,950	115	5,300	7,250
1855	Florence Sch Dist	561	1,630	88	4,056	5,686
1862	Fond du Lac Sch Dist	7,503	21,800	909	41,897	63,697
1883	Fort Atkinson Sch Dist	2,685	7,801	126	5,807	13,609
1900	Franklin Public Sch Dist	4,140	12,029	102	4,701	16,730
1939	Frederic Sch Dist	539	1,566	101	4,655	6,221
1953	Freedom Area Sch Dist	1,585	4,605	144	6,637	11,242
2009	Galesville-Ettrick-Trempealeau	1,372	3,986	110	5,070	9,056
2058	Germantown Sch Dist	3,911	11,363	140	6,453	17,816
2114	Gibraltar Area Sch Dist	589	1,711	49	2,258	3,970
2128	Gillett Sch Dist	742	2,156	80	3,687	5,843
2135	Gilman Sch Dist	460	1,337	83	3,826	5,162
2142	Gilmanton Sch Dist	217	630	37	1,705	2,336
2198	Glenwood City Sch Dist	764	2,220	60	2,765	4,985
2205	Glidden Sch Dist	204	593	67	3,088	3,681
2212	Goodman-Armstrong Sch Dist	182	529	21	968	1,497
2217	Grafton Sch Dist	2,083	6,052	161	7,421	13,473
2226	Granton Area Sch Dist	278	808	128	5,900	6,707
2233	Grantsburg Sch Dist	1,000	2,906	128	5,900	8,805
2289	Green Bay Area Sch Dist	20,070	58,314	3,928	181,046	239,360
2310	Green Lake Sch Dist	359	1,043	33	1,521	2,564
2296	Greendale Sch Dist	2,534	7,363	106	4,886	12,248
2303	Greenfield Sch Dist	3,286	9,548	255	11,753	21,301

2394	Greenwood Sch Dist	426	1,238	116	5,347	6,584
	Gresham Sch Dist	328	953	36	1,659	2,612
2420	Hamilton Sch Dist	4,330	12,581	185	8,527	21,108
2436	Hartford UHS Sch Dist	4,820	14,005	289	13,320	27,325
2478	Hayward Community Sch Dist	1,986	5,770	441	20,326	26,097
2527	Highland Sch Dist	290	843	15	691	1,534
2534	Hilbert Sch Dist	521	1,514	58	2,673	4,187
2541	Hillsboro Sch Dist	601	1,746	182	8,389	10,135
2562	Holmen Sch Dist	3,389	9,847	313	14,427	24,273
2576	Horicon Sch Dist	932	2,708	88	4,056	6,764
2583	Hortonville Sch Dist	3,312	9,623	136	6,268	15,891
2605	Howards Grove Sch Dist	956	2,778	31	1,429	4,207
2604	Howard-Suamico Sch Dist	5,108	14,841	233	10,739	25,581
2611	Hudson Sch Dist	5,253	15,263	169	7,789	23,052
2618	Hurley Sch Dist	677	1,967	85	3,918	5,885
2625	Hustisford Sch Dist	382	1,110	41	1,890	3,000
2632	Independence Sch Dist	346	1,005	45	2,074	3,079
2639	Iola-Scandinavia Sch Dist	799	2,322	46	2,120	4,442
2646	Iowa-Grant Sch Dist	843	2,449	107	4,932	7,381
2660	Ithaca Sch Dist	361	1,049	35	1,613	2,662
2695	Janesville Sch Dist	10,493	30,488	1,067	49,179	79,667
2702	Jefferson Sch Dist	1,803	5,239	256	11,799	17,038
2730	Johnson Creek Sch Dist	605	1,758	32	1,475	3,233
2737	Juda Sch Dist	284	825	58	2,673	3,498
2758	Kaukauna Area Sch Dist	3,997	11,613	233	10,739	22,353
2793	Kenosha Sch Dist	22,510	65,403	3,538	163,071	228,474
1376	Kettle Moraine Sch Dist	4,431	12,874	157	7,236	20,111
2800	Kewaskum Sch Dist	1,915	5,564	150	6,914	12,478
2814	Kewaunee Sch Dist	1,055	3,065	115	5,300	8,366
5960	Kickapoo Area Sch Dist	457	1,328	75	3,457	4,785
2828	Kiel Area Sch Dist	1,481	4,303	50	2,305	6,608
2835	Kimberly Area Sch Dist	4,192	12,180	74	3,411	15,591
2842	Kohler Sch Dist	607	1,764	24	1,106	2,870
2849	La Crosse Sch Dist	7,138	20,740	1,323	60,979	81,718
2863	La Farge Sch Dist	244	709	75	3,457	4,166
2856	Ladysmith-Hawkins Sch Dist	995	2,891	151	6,960	9,851
2884	Lake Geneva-Genoa City UHS Sch	4,264	12,389	468	21,571	33,960
2891	Lake Holcombe Sch Dist	417	1,212	79	3,641	4,853
2898	Lake Mills Area Sch Dist	1,309	3,803	171	7,882	11,685
3647	Lakeland UHS Sch Dist	2,733	7,941	380	17,515	25,455
2912	Lancaster Community Sch Dist	972	2,824	117	5,393	8,217
2940	Laona Sch Dist	266	773	37	1,705	2,478
2961	Lena Sch Dist	429	1,246	56	2,581	3,828
3129	Little Chute Area Sch Dist	1,507	4,379	379	17,469	21,847
3150	Lodi Sch Dist	1,684	4,893	78	3,595	8,488
3171	Lomira Sch Dist	1,096	3,184	55	2,535	5,719
3206	Loyal Sch Dist	594	1,726	160	7,375	9,100

3213	Luck Sch Dist	570	1,656	94	4,333	5,989
3220	Luxemburg-Casco Sch Dist	1,951	5,669	102	4,701	10,370
3269	Madison Metropolitan Sch Dist	24,574	71,400	3,823	176,207	247,607
3276	Manawa Sch Dist	837	2,432	142	6,545	8,977
3290	Manitowoc Sch Dist	5,490	15,951	819	37,749	53,700
3297	Maple Sch Dist	1,474	4,283	218	10,048	14,331
3304	Marathon City Sch Dist	711	2,066	40	1,844	3,909
3311	Marinette Sch Dist	2,313	6,720	233	10,739	17,460
3318	Marion Sch Dist	597	1,735	71	3,272	5,007
3325	Markesan Sch Dist	762	2,214	159	7,328	9,543
3332	Marshall Sch Dist	1,240	3,603	67	3,088	6,691
3339	Marshfield Sch Dist	4,055	11,782	396	18,252	30,034
3360	Mauston Sch Dist	1,611	4,681	242	11,154	15,835
3367	Mayville Sch Dist	1,140	3,312	72	3,319	6,631
3381	McFarland Sch Dist	2,016	5,858	11	507	6,365
3409	Medford Area Sch Dist	2,138	6,212	272	12,537	18,749
3427	Mellen Sch Dist	314	912	38	1,751	2,664
3428	Melrose-Mindoro Sch Dist	697	2,025	75	3,457	5,482
3430	Menasha Sch Dist	3,751	10,899	428	19,727	30,626
3434	Menominee Indian Sch Dist	869	2,525	372	17,146	19,671
3437	Menomonee Falls Sch Dist	4,607	13,386	254	11,707	25,093
3444	Menomonie Area Sch Dist	3,137	9,115	454	20,925	30,040
3479	Mequon-Thiensville Sch Dist	3,941	11,451	138	6,361	17,811
3484	Mercer Sch Dist	170	494	40	1,844	2,338
3500	Merrill Area Sch Dist	3,146	9,141	366	16,869	26,010
3549	Middleton-Cross Plains Sch Dis	5,635	16,373	350	16,132	32,505
3612	Milton Sch Dist	3,209	9,324	208	9,587	18,911
3619	Milwaukee Sch Dist	90,925	264,185	43,411	2,000,865	2,265,049
3633	Mineral Point Sch Dist	794	2,307	61	2,812	5,119
3661	Mishicot Sch Dist	1,016	2,952	61	2,812	5,764
3668	Mondovi Sch Dist	1,117	3,245	159	7,328	10,574
3675	Monona Grove Sch Dist	2,887	8,388	155	7,144	15,532
3682	Monroe Sch Dist	2,893	8,406	223	10,278	18,684
3689	Montello Sch Dist	782	2,272	100	4,609	6,881
3696	Monticello Sch Dist	406	1,180	58	2,673	3,853
3787	Mosinee Sch Dist	2,024	5,881	88	4,056	9,937
3794	Mount Horeb Area Sch Dist	2,232	6,485	68	3,134	9,619
3822	Mukwonago Sch Dist	5,058	14,696	150	6,914	21,610
3857	Muskego-Norway Sch Dist	4,871	14,153	175	8,066	22,219
3871	Necedah Area Sch Dist	829	2,409	92	4,240	6,649
3892	Neenah Sch Dist	6,334	18,404	576	26,549	44,952
3899	Neillsville Sch Dist	1,127	3,275	131	6,038	9,312
3906	Nekoosa Sch Dist	1,460	4,242	197	9,080	13,322
3920	New Auburn Sch Dist	333	968	76	3,503	4,470
3925	New Berlin Sch Dist	4,654	13,522	214	9,864	23,386
3934	New Glarus Sch Dist	840	2,441	90	4,148	6,589
3941	New Holstein Sch Dist	1,169	3,397	123	5,669	9,066

3948	New Lisbon Sch Dist	657	1,909	128	5,900	7,809
3955	New London Sch Dist	2,500	7,264	154	7,098	14,362
3962	New Richmond Sch Dist	2,693	7,825	203	9,357	17,181
3969	Niagara Sch Dist	500	1,453	63	2,904	4,357
2177	Nicolet UHS Sch Dist	3,753	10,904	211	9,725	20,630
3976	Norris Sch Dist	87	253	0	-	253
2016	North Crawford Sch Dist	478	1,389	112	5,162	6,551
3983	North Fond du Lac Sch Dist	1,227	3,565	128	5,900	9,465
1945	Northern Ozaukee Sch Dist	1,564	4,544	24	1,106	5,650
1526	Northland Pines Sch Dist	1,410	4,097	194	8,942	13,038
3654	Northwood Sch Dist	425	1,235	89	4,102	5,337
3990	Norwalk-Ontario-Wilton Sch Dis	698	2,028	135	6,222	8,250
4018	Oak Creek-Franklin Sch Dist	5,748	16,701	163	7,513	24,214
4025	Oakfield Sch Dist	567	1,647	44	2,028	3,675
4060	Oconomowoc Area Sch Dist	4,469	12,985	236	10,878	23,862
4074	Oconto Falls Sch Dist	1,202	3,492	192	8,850	12,342
4067	Oconto Sch Dist	1,958	5,689	152	7,006	12,695
4088	Omro Sch Dist	1,294	3,760	89	4,102	7,862
4095	Onalaska Sch Dist	2,867	8,330	216	9,956	18,286
7353	Oneida Nation School System		-		-	-
4137	Oostburg Sch Dist	983	2,856	6	277	3,133
4144	Oregon Sch Dist	3,590	10,431	106	4,886	15,316
4165	Osceola Sch Dist	1,895	5,506	60	2,765	8,271
4179	Oshkosh Area Sch Dist	10,267	29,831	1,190	54,849	84,679
4186	Osseo-Fairchild Sch Dist	1,073	3,118	128	5,900	9,017
4207	Owen-Withee Sch Dist	644	1,871	154	7,098	8,969
4221	Palmyra-Eagle Area Sch Dist	1,200	3,487	139	6,407	9,893
4228	Pardeeville Area Sch Dist	901	2,618	92	4,240	6,858
4242	Park Falls Sch Dist	761	2,211	108	4,978	7,189
4151	Parkview Sch Dist	1,047	3,042	76	3,503	6,545
0490	Pecatonica Area Sch Dist	455	1,322	42	1,936	3,258
4270	Pepin Area Sch Dist	283	822	27	1,244	2,067
4305	Peshtigo Sch Dist	1,197	3,478	95	4,379	7,857
4312	Pewaukee Sch Dist	2,192	6,369	107	4,932	11,301
4330	Phelps Sch Dist	172	500	31	1,429	1,929
4347	Phillips Sch Dist	919	2,670	99	4,563	7,233
4368	Pittsville Sch Dist	692	2,011	121	5,577	7,588
4389	Platteville Sch Dist	1,456	4,230	229	10,555	14,785
4459	Plum City Sch Dist	363	1,055	43	1,982	3,037
4473	Plymouth Sch Dist	2,445	7,104	174	8,020	15,124
4508	Port Edwards Sch Dist	495	1,438	68	3,134	4,572
4515	Port Washington-Saukville Sch	2,631	7,644	197	9,080	16,724
4501	Portage Community Sch Dist	2,660	7,729	254	11,707	19,436
4529	Potosi Sch Dist	378	1,098	24	1,106	2,204
4536	Poynette Sch Dist	1,115	3,240	62	2,858	6,097
4543	Prairie du Chien Area Sch Dist	1,227	3,565	172	7,928	11,493
4557	Prairie Farm Sch Dist	367	1,066	23	1,060	2,126

4571	Prentice Sch Dist	506	1,470	92	4,240	5,711
4578	Prescott Sch Dist	1,150	3,341	62	2,858	6,199
4606	Princeton Sch Dist	411	1,194	63	2,904	4,098
4613	Pulaski Community Sch Dist	3,642	10,582	139	6,407	16,989
4620	Racine Sch Dist	21,635	62,861	4,639	213,817	276,678
4634	Randolph Sch Dist	513	1,491	68	3,134	4,625
4641	Random Lake Sch Dist	926	2,691	80	3,687	6,378
4753	Reedsburg Sch Dist	2,563	7,447	239	11,016	18,463
4760	Reedsville Sch Dist	717	2,083	84	3,872	5,955
4781	Rhineland Sch Dist	2,953	8,580	376	17,330	25,910
4795	Rib Lake Sch Dist	508	1,476	63	2,904	4,380
4802	Rice Lake Area Sch Dist	2,459	7,145	346	15,948	23,092
4851	Richland Sch Dist	1,448	4,207	254	11,707	15,914
4865	Rio Community Sch Dist	503	1,461	20	922	2,383
4872	Ripon Sch Dist	1,797	5,221	153	7,052	12,273
4893	River Falls Sch Dist	3,052	8,868	220	10,140	19,008
4904	River Ridge Sch Dist	560	1,627	75	3,457	5,084
5523	River Valley Sch Dist	1,446	4,201	130	5,992	10,193
3850	Riverdale Sch Dist	756	2,197	135	6,222	8,419
4956	Rosendale-Brandon Sch Dist	1,034	3,004	68	3,134	6,139
4963	Rosholt Sch Dist	662	1,923	80	3,687	5,611
1673	Royall Sch Dist	566	1,645	248	11,431	13,075
2422	Saint Croix Central Sch Dist	1,277	3,710	56	2,581	6,291
5019	Saint Croix Falls Sch Dist	1,084	3,150	91	4,194	7,344
5026	Saint Francis Sch Dist	1,357	3,943	99	4,563	8,506
5100	Sauk Prairie Sch Dist	2,607	7,575	328	15,118	22,693
5124	Seneca Sch Dist	310	901	66	3,042	3,943
5130	Sevastopol Sch Dist	604	1,755	107	4,932	6,687
5138	Seymour Community Sch Dist	2,489	7,232	135	6,222	13,454
5264	Shawano Sch Dist	2,582	7,502	235	10,831	18,333
5271	Sheboygan Area Sch Dist	10,229	29,721	1,352	62,315	92,036
5278	Sheboygan Falls Sch Dist	1,745	5,070	52	2,397	7,467
5306	Shell Lake Sch Dist	594	1,726	62	2,858	4,584
5348	Shiocton Sch Dist	827	2,403	66	3,042	5,445
5355	Shorewood Sch Dist	2,002	5,817	95	4,379	10,196
5362	Shullsburg Sch Dist	401	1,165	51	2,351	3,516
5376	Siren Sch Dist	527	1,531	107	4,932	6,463
5390	Slinger Sch Dist	2,890	8,397	207	9,541	17,938
5397	Solon Springs Sch Dist	363	1,055	68	3,134	4,189
5432	Somerset Sch Dist	1,493	4,338	114	5,254	9,592
5439	South Milwaukee Sch Dist	3,464	10,065	330	15,210	25,275
4522	South Shore Sch Dist	197	572	39	1,798	2,370
5457	Southern Door Sch Dist	1,258	3,655	88	4,056	7,711
2485	Southwestern Wisconsin Sch Dis	565	1,642	60	2,765	4,407
5460	Sparta Area Sch Dist	2,634	7,653	277	12,767	20,420
5467	Spencer Sch Dist	779	2,263	57	2,627	4,891
5474	Spooner Sch Dist	1,327	3,856	237	10,924	14,779

5586	Spring Valley Sch Dist	681	1,979	41	1,890	3,868
5593	Stanley-Boyd Area Sch Dist	968	2,813	193	8,896	11,708
5607	Stevens Point Area Sch Dist	7,327	21,289	868	40,007	61,296
5614	Stockbridge Sch Dist	230	668	1	46	714
5621	Stoughton Area Sch Dist	3,425	9,951	282	12,998	22,949
5628	Stratford Sch Dist	783	2,275	84	3,872	6,147
5642	Sturgeon Bay Sch Dist	1,298	3,771	146	6,729	10,501
5656	Sun Prairie Area Sch Dist	5,925	17,215	351	16,178	33,393
5663	Superior Sch Dist	4,985	14,484	962	44,340	58,824
5670	Suring Sch Dist	512	1,488	115	5,300	6,788
5726	Thorp Sch Dist	599	1,740	100	4,609	6,350
5733	Three Lakes Sch Dist	614	1,784	34	1,567	3,351
5740	Tigerton Sch Dist	346	1,005	50	2,305	3,310
5747	Tomah Area Sch Dist	3,061	8,894	592	27,286	36,180
5754	Tomahawk Sch Dist	1,548	4,498	204	9,403	13,900
0126	Tomorrow River Sch Dist	912	2,650	75	3,457	6,107
4375	Tri-County Area Sch Dist	747	2,170	104	4,793	6,964
5810	Turtle Lake Sch Dist	517	1,502	49	2,258	3,761
5824	Two Rivers Sch Dist	2,001	5,814	158	7,282	13,096
5852	Union Grove UHS Sch Dist	2,403	6,982	141	6,499	13,481
0238	Unity Sch Dist	1,079	3,135	169	7,789	10,924
5866	Valders Area Sch Dist	1,126	3,272	49	2,258	5,530
5901	Verona Area Sch Dist	4,543	13,200	182	8,389	21,588
5985	Viroqua Area Sch Dist	1,150	3,341	246	11,338	14,680
5992	Wabeno Area Sch Dist	558	1,621	60	2,765	4,387
6027	Washburn Sch Dist	624	1,813	61	2,812	4,625
6069	Washington Sch Dist	89	259	22	1,014	1,273
6083	Waterford UHS Sch Dist	3,222	9,362	78	3,595	12,957
6118	Waterloo Sch Dist	889	2,583	79	3,641	6,224
6125	Watertown Sch Dist	3,735	10,852	490	22,585	33,437
6174	Waukesha Sch Dist	13,668	39,713	1,056	48,672	88,385
6181	Waunakee Community Sch Dist	3,361	9,765	10	461	10,226
6195	Waupaca Sch Dist	2,461	7,150	371	17,100	24,250
6216	Waupun Sch Dist	2,124	6,171	159	7,328	13,500
6223	Wausau Sch Dist	8,839	25,682	1,417	65,311	90,993
6230	Wausaukee Sch Dist	613	1,781	153	7,052	8,833
6237	Wautoma Area Sch Dist	1,522	4,422	245	11,292	15,715
6244	Wauwatosa Sch Dist	7,036	20,443	351	16,178	36,621
6251	Wauzeka-Steuben Sch Dist	331	962	45	2,074	3,036
6293	Webster Sch Dist	734	2,133	106	4,886	7,018
6300	West Allis Sch Dist	8,738	25,388	972	44,801	70,189
6307	West Bend Sch Dist	6,976	20,269	637	29,360	49,629
6328	West De Pere Sch Dist	2,325	6,755	297	13,689	20,444
6370	West Salem Sch Dist	1,654	4,806	77	3,549	8,355
6321	Westby Area Sch Dist	1,178	3,423	223	10,278	13,701
6335	Westfield Sch Dist	1,262	3,667	246	11,338	15,005
6354	Weston Sch Dist	352	1,023	139	6,407	7,429

6384	Weyauwega-Fremont Sch Dist	1,010	2,935	74	3,411	6,345
6410	Weyerhaeuser Area Sch Dist	178	517	50	2,305	2,822
6440	White Lake Sch Dist	250	726	38	1,751	2,478
6419	Whitefish Bay Sch Dist	2,914	8,467	119	5,485	13,952
6426	Whitehall Sch Dist	787	2,287	155	7,144	9,431
6461	Whitewater Sch Dist	1,944	5,648	266	12,260	17,909
6470	Whitnall Sch Dist	2,466	7,165	64	2,950	10,115
7000	Wi Dept of Corrections	1,029	2,990	0	-	2,990
7100	Wi Dept of Health & Family Services	128	372	0	-	372
6475	Wild Rose Sch Dist	719	2,089	112	5,162	7,251
6482	Williams Bay Sch Dist	494	1,435	43	1,982	3,417
6545	Wilmot UHS Sch Dist	3,587	10,422	308	14,215	24,637
6608	Winneconne Community Sch Dist	1,538	4,469	77	3,549	8,018
6615	Winter Sch Dist	342	994	65	2,996	3,990
6678	Wisconsin Dells Sch Dist	1,666	4,841	238	10,970	15,810
0469	Wisconsin Heights Sch Dist	915	2,659	72	3,319	5,977
6685	Wisconsin Rapids Sch Dist	5,840	16,968	588	27,102	44,070
6692	Wittenberg-Birnamwood Sch Dist	1,356	3,940	153	7,052	10,992
6713	Wonewoc-Union Center Sch Dist	363	1,055	79	3,641	4,696
6734	Wrightstown Community Sch Dist	1,202	3,492	90	4,148	7,641
	2R Charters (Independent Public Charters)	PubEnroll 06				
8110	21st Century Preparatory School	443	1,287	99	4,563	5,850
8112	Academy of Learning & Leadership	60	174	134	6,176	6,351
8105	Central City Cyberschool	65	189	180	8,296	8,485
8109	Darrel Lynn Hines Academy	74	215	123	5,669	5,884
8119	Inland Seas of Expeditionary Learning	42	122	17	784	906
8117	Maasai Institute	131	381	49	2,258	2,639
8106	Miwaukee Academy of Science	262	761	517	23,829	24,590
8103	Milwaukee College Preparatory School	90	261	203	9,357	9,618
8115	Tenor High School	163	474	61	2,812	3,285
8108	Urban League Academy of Bus. & Econ.	122	354	306	14,104	14,458
8113	Woodlands School	32	93	42	1,936	2,029
8111	YMCA	95	276	317	14,611	14,887
	Total	873,928	2,539,216	128,546	\$5,924,838	\$8,464,054
	2007-2008 ALLOCATION:	8,464,054	C.)			
	30% BASED ON ENROLLMENT	2,539,216				
	70% BASED ON POVERTY COUNTS	5,924,838				

Appendix D

2007-08 Planning Allocations for Carl Perkins Formula Allocation Grants for Postsecondary/Adult Recipients

Eligible Recipient	Pell & BIA Recipients*	Distribution Percent	Special Population Allocations**	Maintenance of Effort Amount***	Program Improvement Allocation**	Reserve Funds**
Chippewa Valley Western	1,881	7.64%	\$592,766	\$572,400	\$118,553	\$60,853
Southwest Wisconsin	1,539	6.25%	\$484,920	\$495,000	\$96,984	\$60,853
Madison Area	497	2.02%	\$156,726	\$180,100	\$31,345	\$60,853
Blackhawk	1,480	6.01%	\$466,299	\$561,400	\$93,260	\$60,853
Gateway	942	3.82%	\$296,383	\$280,200	\$59,277	\$60,853
Waukesha County	2,210	8.97%	\$695,957	\$502,200	\$139,191	\$60,853
Milwaukee Area	732	2.97%	\$230,434	\$211,000	\$46,087	\$60,853
Moraine Park	5,885	23.90%	\$1,854,333	\$1,400,000	\$370,866	\$121,701
Lakeshore	973	3.95%	\$306,469	\$260,100	\$61,294	\$60,853
Fox Valley	581	2.36%	\$183,106	\$198,800	\$36,621	\$60,853
Northeast Wisconsin	1,696	6.89%	\$534,576	\$369,800	\$106,915	\$60,853
Mid-State	1,971	8.00%	\$620,697	\$366,100	\$124,139	\$60,853
Northcentral	1,013	4.11%	\$318,883	\$250,400	\$63,777	\$60,853
Nicolet Area	921	3.74%	\$290,176	\$398,100	\$58,035	\$60,853
WI Indianhead	451	1.83%	\$141,985	\$151,300	\$28,397	\$60,853
Menominee Nation	1,255	5.10%	\$395,695	\$484,600	\$79,139	\$60,853
Lac Courte Oreilles	322	1.31%	\$101,639	***	\$20,328	
	279	1.13%	\$87,673	***	\$17,535	
Total	24,628	100.00%	\$7,758,717	\$6,681,500	\$1,551,744	\$1,034,496

* Based on 2005-2006 counts.

** These figures reflect the planned 2/05/07 federal allotment level of Perkins Act funds.

*** This figure reflects the applicant's 2005-2006 maintenance of effort amount.